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ABSTRACT

The final report of the New England Special Education Instructional Materials Center (NESEIMC) describes activities and products for the period from March 1967 to August 31, 1974. Chapters are devoted to the following functioning areas: The NESEIMC Resource Center; early childhood activities, training materials, and resources; field service activities (such as teacher training workshops); media support services (such as developing closed circuit television instructional programs); teacher resource activities (such as publication of bibliographies); parent resource activities (such as answering parent information requests); and research and evaluation activities (such as developing an instructional materials classification system). Chapters on functional areas usually include an introduction giving background information, a description of activities conducted, and recommendations. (DB)

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FINAL TECHNICAL REPORT

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August 31, 1974

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U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

ABSTRACT

Final Technical Report
New England Special Education Instructional Materials Center

Descriptors - Handicapped Children, Instructional Materials Centers

This is the final report of the New England Special Education Instructional Materials Center (NESEIMC) located at Boston University, Boston, Massachusetts. The report describes the activities, products, and conclusions for each major functional area (Resource Center, Training Materials, Field Services, Media, Teacher Resource, Research and Evaluation) during the period from March, 1967 to August 31, 1974.

PREFACE

This final report provides a summary of the major activities of the NESEIMC from its inception in March, 1967 through August 31, 1974. Chapters represent the major functional areas of this center and each chapter includes the appropriate introduction, description, and recommendations for its functional area. The quantity of products and reports producted by NESEIMC is too large to be included in this report. All products and reports have been designated as Additional Supplementary Materials, and submitted to the IMC/RMC Network Office and the NCEMMH.

This report cannot fully depict the vitality, skill, and dedication of the staff of the NESEIMC and its associate centers. This is merely an interim report since the changes the NESEIMC has initiated will continue to affect the education of handicapped children.

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Chapter I

NESEIMC RESOURCE CENTER

I. Introduction

The IMC library has been a popular resource center for teachers and parents in New England as well as for special education students and faculty at Boston University and other New England Colleges. Circulation total for the first year of operation (1967-68) was estimated to be 5,096. In the last full year of operation as a free library (1972-73) the records show a total circulation of 19,729. These figures refer to the circulation of books, instructional materials, films and tests. In that first year it was reliably estimated that there were 3,504 visitors to the library. In 1972-73 there were 6,507 signatures in the sign-in book maintained at the entrance as a record-keeping device.

Clearly, the IMC, over its funded years, became a viable resource Center providing needed materials to its clientele throughout New England.

The following sections will describe (II) the methods and activities of the IMC, and (III) a year by year profile of the development and growth of the center with acquisition, usage and client data representing evaluative information.

II. Methods, Procedures, Activities

A. Loan privilege: Any professiona, para-professional, student, or parent concerned with the education of handicapped children is eligible for membership.

Members were allowed to order materials by mail or telephone. The IMC bundled and paid for one-way postage of materials conveyed through the mail. The packages were reusable for the return of the materials. Members were quired to return the materials postpaid and insured. We suggested using Library Rate when returning materials.

When ordering materials, membership number, IMC catalog number, author and title were requested.

Unless pre-approved, no more than three items could be borrowed at one time.

Materials were borrowed for fourteen days. They were renewed, either in person or by telephone, for a three-week period. The only exception to this policy was when another member had reserved the circulating item.

Members retaining materials beyond the due date were charged an overdue fee of 5¢ per day for specified instructional materials. Repeated offenses led to borrowing restrictions, and loss of membership.

Payment was aked for materials lost, damaged or not returned. Oversized instructional materials kits could not be mailed.

Periodicals and tests did not circulate. Although they were not loaned out, members could visit the center to examine them. Circulating materials could be reserved by any member at any time.

B. Acquisition of Materials

In the first organizing and planning year, staff concern centered on building a core special education library of books, curriculum guides, journals, tests, etc. Child use materials were largely books and workbooks.

During the second and third year, while continuing to build up the professional library, emphasis and budget priority were placed on building a collection of instructional materials.

By fiscal year 1969-70 NESEIMC was fully operational with substantial holdings in both professsional and child use

materials. Students, college faculty, associate centers and teachers through New England had become habituated to using the center for research and for borrowing child-use materials. New materials henceforth were acquired on professional recommendation from staff specialists, associate center personnel, consultants, and teachers in the field. As BEH priorities and work scopes were established, materials in appropriate areas were purchased to support new staff projects. For example in the final fiscal year, 1973-74, minimal expense was for print materials. Expenditure for materials was principally for teacher training materials.

Partial expenditure in the last three years was for replacement of books and materials lost or outworn.

C. Abstracting

Cooperating with CEC in developing special education abstract coverage of important publications in the field, IMC staff, in the first three years, submitted 775 abstracts to CEC. Also submitted were staff identification of problems related to format, criteria for choice, quality of reporting and library storage, thus contributing to the CEC experience in the collection of abstracts.

Abstracting activities were discontinued in March of 1970 due to internal reorganization at CEC.

CEC microfiche abstracts were purchased as available and microfiche readers and printers were acquired for in-house research use.

D. Information Retrieval Functions

In the early years, 1967 to 1969, an ongoing IMC staff function was the development of an information retrieval system. A primary descriptor manual system was operational by the end of the first fiscal year. Consideration was given to computerizing the system. Network plans to develop a computer retrieval system to be available to all IMC's precluded an independent decision to allocate time and funds to this strategy. Staff continued to work on the manual system which might eventually be converted to a network-based computer system.

As CEC - ERIC microfiche became available a system of organizing these holdings was developed, and microfiche readers were installed in the resource center. High client use of CEC abstracts indicated that this was the available

research avenue with greatest acceptance. While usage records were not maintained, throughout the IMC years the ECE abstracts, in combination with the CEC microfiche, served as an effective information system for students and teachers in their research and development projects.

E. NESEIMC Cataloging System: Texts, Bulletins, Pamphlets, Curriculums

1. ADMINISTRATION IN SPECIAL EDUCATION
   1-999 texts
   6000-7999 bulletins, pamphlets

2. DEAF AND HARD OF HEARING
   1-999 texts
   1000-1199 curriculums
   6000-7999 bulletins, pamphlets

3. EDUCATIONALLY DEPRIVED
   1-999 texts
   6000-7999 bulletins, pamphlets

4. EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED
   1-999 texts
   6000-7999 bulletins, pamphlets

5. LEARNING DISABILITIES
   1-999 texts
   1000-1199 curriculums
   6000-7999 bulletins, pamphlets

6. MENTAL RETARDATION
   1-999 texts
   1000-1599 educable curriculums
   1600-1999 trainable curriculums
   6000-7999 bulletins, pamphlets

7. CRIPPLED AND OTHER HEALTH IMPAIRED
   1-999 texts
   6000-7999 bulletins, pamphlets

8. PARTIALLY SIGHTED AND BLIND
   1-999 texts
   1000-1199 curriculums
   6000-7999 bulletins, pamphlets

9. SLOW LEARNER

1999 texts
60007999 bulletins, pamphlets

10. SPECIAL EDUCATION GENERAL

1999 texts
10001199 curriculums
60007999 bulletins, pamphlets

11. SPEECH AND LANGUAGE

1999 texts
10001199 curriculums
60007999 bulletins

12. RESEARCH AND EVALUATION

1999 texts
10001999 tests
60007999 bulletins, pamphlets

13. INSTRUCTIONAL TECHNOLOGY

100 general
200 teaching machines and computer technology
300 audiovisual education
400 others

14. REFERENCE MATERIALS

15. GIFTED

16. EARLY CHILDHOOD

GROUPS:

1. administration
2. deaf and hard of hearing
3. educationally deprived
4. emotionally disturbed
5. learning disorders
6. mental retardation
8. blind and partially sighted
10. special education, general
11. speech and language
12. research and evaluation

14. reference
18. Parent Education

SUBGROUPS:

1-999 texts
1000-1199 curriculums
6000-7999 bulletins, pamphlets

17. VOCATIONAL

GROUPS:

1. administration
2. deaf and hard of hearing
3. educationally deprived
4. emotionally disturbed
6. mental retardation
7. crippled and other health impaired
8. blind and partially sighted
10. special education, general

18. PARENT EDUCATION

GROUPS:

2. deaf and hard of hearing
4. emotionally disturbed
5. learning disorders
6. mental retardation
7. crippled and health impaired
8. blind and partially sighted
9. slow learner
10. general
11. speech and language
16. early childhood

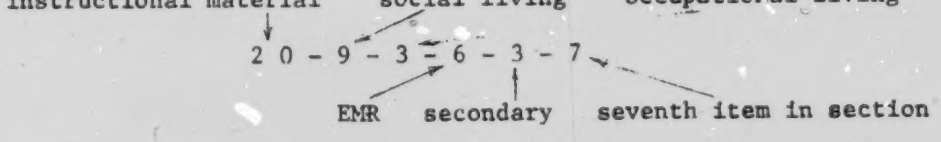
SUBGROUPS:

1-999 texts

F. Instructional Materials Cataloging System

All instructional materials, filmstrips, teaching aids, etc. are Category 20. They are divided into major subject areas, and into subareas for each major subject area. Each entry is also coded for a disability area and an appropriate school level. A sequence number locates it in its section. For example:

GETTING A JOB, Randall, Florence, Fearon Publishers, 1965.



Subject Areas and Subareas

1. Reading
   a. Reading Readiness
   b. Developmental Reading
   c. Functional Reading
   d. High Interest - Low Vocabulary

2. Communicative Skills
   a. Language
   b. Expressive Speech (i.e. speaking, auditory)
   c. Spelling
   d. Writing
   e. English Composition (i.e. grammar)
   f. Listening and Auditory

3. Learning Skills
   a. Cognitive
   b. Psycho-Linguistics
   c. Perceptual-Motor
   d. Sensory-Motor

4. Fine Arts
   a. Music
   b. Arts
   c. Dramatics

5. Practical Arts
   a. Industrial Arts
   b. Home Economics
   c. Arts and Crafts

6. Hygeine
   a. Health
   b. Safety
   c. Physical Education

7. Science
   a. Physical Sciences
   b. Natural (biological) Science

8. Mathematics
   a. Development
   b. Functional

9. Social Living
   a. Sequential
   b. Social Skills
   c. Occupational Education
   d. Geography, History, Government

10. General
   a. Games
   b. Puzzles

Disability Codes

1. Administration in Special Education
2. Deaf and Hard of Hearing
3. Educationally Deprived - DEP
4. Emotionally Disturted - ED
5. Learning Disorders - LD
6. Educable Mentally Retarded - EMR
7. Trainable Mentally Retarded TMR
8. Crippled and other Health Impaired
9. Partially Sighted and Blind
10. Slow Learners
11. Speech Impairment
12. Special Education General

School Level Codes

1. Preschool
2. Elementary
3. Secondary
4. Post-School

III. Results

1967-1968

Professional materials acquired	2682
Child use materials acquired	1210
Estimated number of users	3500

1968-1969

Professional materials acquired	2418
Child use materials acquired	1677
Student membership	257
Professional membership	2361
Number of users	6788
Total materials loaned	7781

1969-1970

Professional materials acquired	2548
Child use materials acquired	1713
Student membership	1798
Professional membership	5457
Number of users	6024
Total materials loaned	10,206

1970-1971

Professional materials acquired	714
Child use materials acquired	355
Student membership	6989
Professional membership	6989
Number of users	5613
Total materials borrowed	10,255

1971-1972

Professional Materials Acquired	788
Child use materials acquired	359
Estimated student membership	2600*
Estimated professional membership	7000*
Professional materials loaned	6444
Instructional materials loaned	5449
Film showings	77
Total number of users	7232
Total number of borrowers	5691

1972-1973

Professional materials acquired	588
Child use materials acquired	230
Estimated student membership	3000**
Estimated professional membership	6000**
Number in film audiences	3650
Total number of items loaned	16,080

1973-1974***

Professional materials acquired	82
Child use materials acquired	145
Films acquired	13
Training materials acquired	50
Total materials loaned	7408

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*Numbers estimated because system was being computerized and accurate numbers were unavailable.

**Numbers estimated because a first class mailing was used to clean list and, as fiscal year ended, accurate numbers were unavailable.

***September 1, 1973 - April 1, 1974

NESEIMC Membership Status as of March 15, 1974

	Teacher	Teacher Aide	Psychologist	Counselor	Supervisor Administrator	Therapist	Parent
Massachusetts	2364	108	150	151	445	294	81
Rhode Island	397	16	31	17	86	35	9
New Hampshire	273	8	13	26	73	83	2
Maine	109	11	8	8	35	10	2
Vermont	116	6	3	5	40	13	3
Connecticut	263	3	27	11	92	24	5
Non New England	25	0	9	1	40	4	0
Column Total	3547	152	241	219	811	463	102

(Table I)

NESEIMC Membership Status as of March 15, 1974

cher	Teacher Aide	Psychologist	Counselor	Supervisor Administrator	Therapist	Parent	Other	Row Total
364	108	150	151	445	294	81	1099	4692
397	16	31	17	86	35	9	126	717
273	8	13	26	73	83	2	134	612
109	11	8	8	35	10	2	67	250
116	6	3	5	40	13	3	71	257
263	3	27	11	92	24	5	84	509
25	7	9	1	40	4	0	78	157
547	152	241	219	811	463	102	1659	7194

(Table I)

Chapter II

EARLY CHILDHOOD ACTIVITIES (December 1970 - August 1973) AND TRAINING MATERIALS AND RESOURCES (September 1973 - August 1974)

I. Introduction

In many respects this report constitutes a case history of the development of an effective linkage system to facilitate the expansion of services for young children with special needs, activities including collection and dissemination of information on materials, program models and human resources, organization and continuing operation of several interdisciplinary and interagency groups, and involvement in establishment of public policy relative to services for young children.

The following report is divided into descriptions of early childhood goals, objectives, strategies and results for the period Dec. 1970 - August 1973. Continuation of some strategies is discussed in the section on Training Materials and Resources, Sept. 1973 - August 1974. A final section presents conclusions and recommendations pertinent to early childhood and training activities.

II. Early Childhood Activities, Goals and Objectives - December 1970 - August 1973

Bureau of Education for the Handicapped, general goal: By 1973, develop programs and models, and in other ways assist in the prevention of disabling handicaps through relevent early education for 25% of all potentially handicapped preschool children.

NESEIMC, general goal: By 1976, to develop a dissemination system and and productive capacity that will aid teacher trainees, state departments, community agencies and practitioners to become aware of services, programs, and models that will assist in the prevention of disabling handicaps through relevent early education. Coordinating, facilitating and disseminating functions are clearly emphasized. Early childhood individuals in teacher training, research, administration and the field are brought together in leadership workshops, sharing of ideas, developing legislation and planning.

A. December 1970 - August 1971

1. Objectives - these were not specified in detail.

2. Activities

a. Coordinated and chaired interdisciplinary NESEIMC Early Childhood Group (composed of regular and special educators from teacher-training institutions, preschool and public school programs, medicine, state and federal agencies, etc.) - five meetings; average attendance 25; disseminated minutes to total mailing list of over 100.

Meeting topics included:
January 22, 1971 - Early Identification and Prevention
February 26, 1971 - Legislation; Report on Mass. Early Education Project; Proposed activities for NESEIMC-ECE Group
March 29, 1971 - Report on Closer Look; Parent Education; Early Identification
April 30, 1971 - Early Identification and Flexible Program Planning
May 28, 1971 - State and Federal Legislation Relating to Children.

b. Organized and coordinated first meeting of NESEIMC Early Recognition and Intervention Group, a traveling seminar which meets in a different school system every moth. Morning workshops devoted to detailed presentation of local early identification and intervention program followed by afternoon discussion. Attendance: approx. 50. Disseminated minutes to mailing list of over 75.

c. Worked on K-3 Section of Massachusetts Early Education Project (funded by Massachusetts Advisory Council on Education); wrote sections of Special Needs and regional staff consortia; took part in meetings with various public school, university, and state department personnel; coordinated MEEP-NESEIMC sponsored meeting of key early childhood educators to develop recommendations for the report.

d. Wrote regular column "News from NEIMC" for Boston Assoc. for Education of Young Children Reports, Vol. XII, Nos. 4&5. Articles included:

April, 1971 - description of NESEIMC and early childhood activities (untitled)
May, 1971 - (untitled)

e. Parent education
i. worked on bibliography for parents of children with learning disabilities

ii. led parent education group for parents of exceptional children at Boston housing project - 10 meetings

iii. lectured on parent education for parents of learning disabled children at Lesley College and Framingham State College

f. Served on Legislative Task Force of Governor's Advisory Committee on Child Development, working on comprehensive child care legislation; represented children with special needs.

g. Books and materials
   i. began to develop early childhood section for IMC Resource Center
   ii. began collection of unpublished materials relating to Early Identification and Intervention and Integrated Programs, e.g., project reports, materials developed by local school systems, etc.

h. Consultation
   i. consulted on development of Title III proposal - to produce films for training regular kindergarten teachers to work with children with learning disabilities
   ii. consulted on NESEIMC - MSST teacher training films
   iii. advised on various teacher-training programs, public school programs, etc.
   iv. consulted on BEH-OCD manual, Day Care No.8: Serving Children with Special Needs

i. Information dissemination
   i. responded to numerous requests for materials and information on topics relating to ECE
   ii. referred people working on similar problems or projects
   iii. served on Clearinghouse Task Force of Governor's Advisory Committee on Child Development

j. Began to develop list of individuals in New England who are concerned with Early Recognition and Intervention and would be willing to describe their local programs in depth and be involved in Early Recognition meetings.

k. At request of Learning Disability Supervisor for Mass. Dept. of Education, organized and chaired panel to define teacher competencies and alternative routes to certification in Learning Disabilities in Massachusetts; group is interested in

performance based requirements compatible with non-categorical special education. Group met 6 times; minutes disseminated.

l. Completed Second M.A.C.L.D. Survey of Public School Learning Disabilities Programs, Feb. 1971

m. Other
   i. Advisory Council - Dimock Street Preschool for the Handicapped - BEH Model Center
   ii. Steering Committee - New England Kindergarten Conference

B. September 1971 - August 1972

1. Objectives

a. Through literature, ERIC and other searches identified and described all of the major Early Childhood relevent models and programs in New England.

i. continued Early Education Interdisciplinary Advisory Body composed of State Department personnel, teacher trainees, medical practitioners, etc. This body would help identify models and programs, advise on procedures of search, identify areas of discussion and suggest directions for NESEIMC staff to implement dissemination and training practices.

ii. prepared a directory of models and programs for circulation

iii. prepared annotated bibliographies for circulation

iv. prepared collections of materials available for parent education

b. In 1972, NESEIMC personnel held membership in various Massachusetts State organizations attempting to develop models and programs to assist in the prevention of disabling handicaps through early education:

i. Mass. Early Education Project, Clearinghouse task force of the Governor's Advisory Committee on Child Development, [illegible] to define teacher competencies and alternate routes of certifications and Learning Disabilities

ii. Report of these efforts prepared, disseminated through NESEIMC network, the regional IMC/RMC network, the NESEIMC regular column in the Boston Assoc. for the Education of Young Children Newsletter, the NESEIMC Newsletter and elsewhere

c. Began the development of a two-way dissemination system to provide real opportunities for sharing information

i. (See ii., above)

ii. encouraged collection of information by NESEIMC from state departments, Spec. Ed. Instructional Materials Centers, teacher trainees, U.S.O. project reports, key individuals, etc.

iii. built early childhood files of materials, reports, publications, etc. available for use by all

iv. held monthly meetings around such themes as identification, prevention, staff training, new model; minutes of these meetings include statements, bibliographies, brief discussions and were circulated to key individuals in New England

v. encouraged university graduate student research to develop appropriate parent information training models, bibliographies, etc.

vi. associate center in New England disseminated appropriate information to teacher members.

d. Helped to change attitudes of professionals and lay persons toward the greater acceptance of handicapped children and promoted acceptance of innovative special education models as an important part of regular early education programs.

i. advisory committees, meetings, etc. included broad range of disciplines around regular and special education

ii. input from NESEIMC to public and private groups regarding the important role of Special Education within the framework of early general education.

2. Activities

a. Coordinated four meetings of NESEIMC Early Childhood Education Group, composed of regular and special educators from teacher-training schools, pre-school and public education programs, medicine, state, federal agencies, etc. This functions as an advisory group of NESEIMC and provides an opportunity for continuing interaction and education of the group's members. The minutes expand the group's sphere of effectiveness in improvement in programs for young children with special needs. Meeting topics included:

i. integrated preschool programs, serving children with special needs in the mainstrean of of regular education (Oct. 29, '71)
ii. A Now Role for the Special Educator: The Generalist in Special Education (Jan. 28, '72)
iii. Pending Legislation Relating to Young Children and Current Status of Legislation (April 7, 72)
iv. The Diagnostic/Prescriptive Teacher: A Specialist in General Education (June 2, '72)

b. Disseminated meeting minutes to list of approx. 150. Organized and coordinated NESEIMC Early Recognition and Intervention Group, composed of representatives from public school systems and various public public and private agencies. This group met for a full day workshop in a different public school system every other month to hear a presentation of the local program by a team from the host system and to discuss pertinent issues, problems and needs. Minutes were disseminated for the 4 meetings which were held in Barnstable, Andover, and Wellesley, Mass, and in Warwick, R.I. The group grew so rapidly (mailing list over 300), a steering committee was formed and plans initiated for dividing the group into regional subgroups. From a request of this group, a conference sponsored by several agencies was held in June '72 at the State House in Boston, Bettye Caldwell's address widely disseminated. This led to the organization of the Mass.Early Education Council.

c. Prepared annotated bibliography for parents of children with learning disorders.

d. Developed collection of materials for parent education in NESEIMC Resource Center

e. Cynthia Gilles, Coordinator of Training Materials & Resources was research assistant on Child Care in Massachusetts: The Public Responsibility (Mass. Early Ed. Proj., Richard Rowe, director; funded by Mass Advisory Council on Ed.) Persuaded for the inclusion of young children with special needs, researched on kindergarten and developmental evaluation;
formulated recommendations concerning young children with special needs for Legislative Task Force, and Clearing House Task Force of Mass. Governor's Committee on Child Development;
chaired Panel to Define Teacher Competencies and Altenative Routes to Certification in Learning Disabilities through production of their first draft. Reorganized this groups at request of Associate Commissioner of Special Education;
chairperson of Task Force on Professional Standards for General Special Education.

f. Wrote regular column for Boston Assoc. for Education of Young Children Reports - "News from NESE IMC(Vol. 13, Nos. 1-5)
Oct. '71 - Parent Education
Dec. '71 - Integrated Preschool Programs: Serving Children with special needs in the mainstream of regular education
Feb. '72 - Potpourri I. Learning and Behavioral Problems in Young Children: Early Recognition and Intervention.
II. CSE-ECRC Reschool Kindergarten Test Evaluation
April '72 - Dimock Street Preschool - A Model Center for Early Education of Handicapped Children
May '72 - Model Programs - Childhood Education

g. Consultant on preparation of Day Care Handbook No. 8, Serving Children with Special Needs (funded by BFI and OCD)

h. Disseminated wide variety of materials, provided information and referral on questions relating to young children with special needs, screening and intervention programs, materials and resource personnel, integrated and non-categorical special education, legislation, parent education, funding

i. Materials on early childhood collected at Resource Center, and began collection for parents

j. Held regular meetings of NESEIMC Early Childhood Education Group and NESEIMC Early Recognition and Intervention Group (in alternate months); disseminated minutes to members, interested persons, NESEIMC Associate Centers and IMC/RMC Network

k. Consulted with graduate students on development of research projects

l. Information on various Model Early Education Programs for the Handicapped disseminated

m. Maintained broad interdisciplinary composition of groups to catalyze attitude change and facilitate development of new programs

n. Organized, developed, and chaired Mass. Early Education Concil, an interagency group concerned with (1) facilitating communication and collaboration with between agencies serving young children with special needs, (2) educating public, professionals and parents regarding these children, (3) contributing to formulation of public policy and provision of services

o. Organized and assisted planning workships concerning young children with special needs, for New England Kindergarten Conference, Boston Assoc. for the Education of Young Children, Mass Dept. Of Education, others

p. Consulted on development of training films to prepare regular classroom teachers to work with young children with special needs:
Lexington Title II Project,
NESEIMC - Meeting Sreet School - Warwick Project

q. Consulted for Mass. State Dept. of Education, Kindergarten Testing Task Force

r. Consulted on development of pre-service and in-service training programs in special education, including spec. ed. for regular classroom teachers

s. Assisted in developing, interpreting and supporting legislation pertaining to services for young children and special education:
   i. Chapter 766, Mass. Acts of 1972 (comprehensive special ed bill) - including insertion of amendment for funding of preventative programs)

ii. Office for Children and Day Care Licensing Legislation

B. September 1972 - August 1973

1. Objectives

a. To promote and facilitate early recognition of children with special needs, incl. those "at risk" for later school and life failure

b. To stimulate and assist the development of supportive and preventive health, social and educational services for young children with special needs, and their families

c. To facilitate development of "non-labelling" approaches to meeting the special needs of young children with emphais on developmental potential rather than disability-- includes programs designed to change attitudes toward these children.

d. To promote integration of children with special needs into regular early childhood programs to the greatest extent possible; includes efforts to bridge the gaps between regular and special education, preschool and public school services for children, and between agencies serving young children and their families.

e. To collaborate in the development of programs to safeguard the rights of young children with special needs, and their families

2. Activities

a. Held three meetings of the NESEIMC Early Childhood Education Group, composed of regular and special educators from teacher-training institutions, pre-school and piblic education programs, medicine, state and federal agencies, etc. This functions as advisory group of NESEIMC and provides for continuing interaction and education of its members; minutes disseminated to NESEIMC Associate Center and interested parties; meeting topics included:

Oct. 27, '72 - Mass. Special Education Legislation Relative to Young Children: Passed and Pending

Jan. 26, '73 - Office for Children - Current and Future Plans

March 30, '73 - Early Intervention for Young Children with Special Needs - Three Program Prototypes

b. Coordinated NESEIMC Early Recognition and Intervention Group Steering Committee, which is comprised primarily of public school personnel and meets in public school systems. Due to its size (several 100), four regional subgroups were formed; regional meetings involve 50-150/meeting

c. Coordinated Mass. Early Education Council, which held five meeting this year

d. Contributed a regular column, "News from NESEIMC" to the BAEYC Reports, Vol. XIV, Nos. 1-5; articles included:

Oct. '72 - NESEIMC - Past, Present, Future
Dec. '72 - Rationale for Early Childhood Education & Early Intervention for Young Children with Special Needs - excerpts from address by Bettye Caldwell
Feb. '73 - Chapter 766, Acts of 1972 (Mass.) - A Landmark in Special Education Legislation
Apr. '73 - Mass. Projects in the First Chance Net-Network - Handicapped Children's Early Education Program

May, '73 - Diverse Approaches to Media Development & Utilization: Some Current Projects in Massachusetts

e. Contributed to the development of Mass. Special Ed. Legislation (Chapter 766); member of 2 task forces on regulations (Preschool, Screening & Evaluation) and co-chairman of 3rd (Professional Standards)

f. Summarized Chapter 766 with annotated bibliography on special ed. legislation and litigation: Special Education in Transition, over 10,000 copies disseminated

g. Conducted workshops on Special Ed. legislation; discussed new Special Ed. law on TV with Rep. Mike Daly of Massachusetts

h. Responded to requests for information, materials, referral and workshops on:

i. development of early childhood programs
ii. professional training; program development, models & materials for pre- and in-service training
iii. early childhood
iv. child advocacy
v. legislation and litigation
vi. parent education
vii. early recognition & intervention - strategies and program development
viii. integration of children with special needs
ix. sources of information and services

i. Committee and task force involvement

i. C. Gilles chaired Generic Special Education Task Force, which produced recommendations for professional standards for generic special teachers & delineation of competency areas

ii. Advisory Committee, Mass. Title III-IV; Lexington Training Film Project, "Integration of Special Ed. Students into Regular Classes"

iii. consultant to Mass. Teacher's Assoc. Special Ed. Committee; assisted developing Training Package for teachers on Mass. Spec. Ed. law

iv. Mass. State Dept. of Education

v. Consultat on Special Ed. to David Liederman, Dir. of Mass. Office for Children

vi. Consultant on Early Childhood Materials to Review Committee, Mass. Developmental Disabilities Council

vii. arranged presentation on Maryland Special Ed. Continuum and Training Materials by S. Mopsik, funded by Mass. Office for Children, and Mass. Teacher's Assoc.

viii. chaired panel on Chapter 766 and Parents' Rights at Mass. Child ACLD meeting; panel chairman on Early Recognition & Intervention at Mass. CEC Conference

ix. Consultant to Joint Committee on Accreditation of Hospitals re Educational Services Standards

x. Teacher Ed.: chaired discussion at New England Regional meeting of CEC-Teacher Educ. Div.; compiled Descriptions of Innovative Training

Programs Directed Toward: 1-Integration of Children with Special Needs in Regular Classrooms; 2-Serving Severely Handicapped Children (this was indexed in ERIC)

xi. EDCO Special Education School/University Coordinating Committee

III. Training Materials and Resources - September 1973 - August 1974

Strategies and Accomplishments

A. Identify Training Needs

Contact other IMC's, New England state departments, assoc. centers, and colleges for suggestions on training needs; conduct meetings with Early Recognition Group, Early Childhood Group and Professional Standards Task Force on Media, Material and Educational Technology Training Needs; identify training needs of parents of handicapped children

Target	Target Date	Data	Evaluation
1. contact agencies	10/1/73	list of agencies	high correlation of training needs identified by different sources.
2. receive training needs	11/1/73	No. of returns	No. of training needs identified.
3. conduct group meetings	bi-monthly	minutes of meetings	
4. compile list of training needs in New England	4/1/74	list of training needs	

B. Disseminate list of training needs to IMC/RMC Network and concerned in- and pre-service agencies in New England; investigate UKSEIMC College Affiliate program for potential adoption in New England

Target	Target Date	Data	Evaluation
1. disseminate list of training needs	5/1/74	agencies receiving list	response of agencies to training needs
2. report on College Affiliate Program	7/1/74	UKSEIMC records	decision to implement program

C. Contact agencies, publishers and depositories to locate needed materials

Target	Target Date	Data	Evaluation
locate source of materials not in collection	6/1/74	catalogs	

D. Classify available materials, purchase additional materials located as above (C.), and loan media-training materials to agencies and individuals identifying need (as in A., above); materials include six videograms from the USC-IMCSE

Target	Target Date	Data	Evaluation
1. classify available materials	5/1/74	classification records	number of identified materials collected, classified and loaned
2. send lists of classified mat'ls to state dept'ts in NE and associate IMC's	8/1/74	list of materials	

E. Develop library for media-training materials; maintain library and interlock with national activities in media training materials

Target	Target Date	Data	Evaluation
assist other NESEIMC staff in developing media training	6/1/74	size & availability of collection	number of materials loaned

F. Reinforcing state staff in media, materials and educational technology

Specific support services provided on request to each state department in New England; twenty-four man-days made available to each state department, allocation of which determined by states' needs as defined in state plans

Target	Target Date	Data	Evaluation
staff consultation to state dep'ts	on request	No. of requests and days utilized	effect of staff consultation on state objectives

G. Network Activities

Promote interlocks with other centers, participate in network activities, and attend national meetings that further IMC/RMC network objectives; serve on steering committee and provide technical support for Management Information System and attend MIS network seminars

Target	Target Date	Data	Evaluation
participation in network meetings and activities	as required	minutes & reports	monthly summary of progress in network participation

Activities

A. Identify Training Needs

Targets 1 and 2: Because of the emphasis on a national approach to needs analysis, this effort was postponed until a network-wide effort was defined.

Target 3: Meetings of the following groups were conducted:

1. NESEIMC-ECE Group met 3 times; topics were:
   Oct. 26, '73 - Chapter 766 - proposed regulations relating to early childhood; Office for Children-new and ongoing projects
   Jan. 25, '74 - review of proposed Chapter 766 regulations relating to yound children; proper licensing and personnel training and credentialling-the need for interagency collaboration
   May 7, '74 - (combined meeting with Mass. Early Ed. Council) - (a) preview: teaching children with special needs-a teacher education series for K-3 teachers (Md. videotapes); (b) current status of programs for young children with special needs in Massachusetts-an overview
2. NESEIMC-ERI Group
   Steering Committee met twice. Regional groups held meetings arranged by various coordinators (one meeting in each of two regions, two in another, and three in the last region). In addition, a group was organized in a fifth region by 3 co-ordinators, and the first meeting was held. Attendance at regional meetings ranged from 50-140.
3. Mass. Early Education Council met three times
4. Special Education Training Program Liaison Group

Target 4: From discussions in the meetings listed above as well as meetings involving personnel from state depar-

tments, associate centers, training programs, public schools, other public and private agencies, the following general training needs were identified:

1. In-service special eduation training for the following personnel was a primary concern
   a. Public school administrators, e.g., principals, special education directors and supervisors
   b. Regular classroom teachers in public and pre-school programs, e.g., Headstart and day care; such training should focus first on attitudes and feelings, then on observation and teaching skills
   c. Special education teachers, i.e., in preparation for new roles as resource or consulting teachers (Generic Special Teachers)
   d. Psychologists, nurses and other specialist personnel in preparation for service on evaluation teams
2. Pre-service preparation for some of the above personnel (In the absence of definitive manpower supply & demand data, it is difficult to assess the validity of needs estimates made by various individuals.)
3. Parent Education to help parents become more effective teachers of their children and to inform parents of their rights and those of their children with special needs
4. Peer training for peers of children with special needs in integrated programs

B. Dissemination of training needs

Target 1: This was not done formally. Collection of accurate training needs data is a complex task. Training coordinator is currently serving as chairman of Mass. Secretary of Education's Special Education Manpower Committee which is working on plans for a manpower and training data system.

Target 2: Information on UKSEIMC College Affiliate Program was obtained from Ed. Blackhurst. At request of Mass. State Director of Special Education, the Mass. Special Education Training Program Liaison Group was organized in Fall, 1973. The group met four times and discussed professional standards, program approval procedures, training models and materials, future plans for program development, etc. The Mass. Liaison Group mailing list was also used by the Mass. State Dept. to invite training program personnel to a meeting with BEH Div. of Personnel Preparation representative. Information on training materials, program models and professional standards was disseminated to the group periodically.

The Massachusetts groups appears to fill a real need, and development of a total New England Group is strongly recommended. Due to the anticipated closure of NESEIMC formal groups were not organized in the other New England states. Persons interested in serving as liaison for their training programs were found, and information on training materials provided them. Training materials in the NESEIMC collection were loaned to various New England training programs.

C. Training materials location:
Completed in collaboration with other NESEIMC staff

D. Collection, classification and loan of media-training materials

Target 1: Completed classification and listing of available materials

1. Special Education Training Materials for Public School Administrators, January 1974 - Cynthia Gilles
2. NESEIMC Training Materials Acquisitions - 1973-1974, June 1974 - Laurel Brown

Number of materials collected limited due to anticipated closure.

Target 4: Lists of classified materials disseminated to state departments in New England, Associate IMC's, Special Education Training Program, liaison persons and others, June 1974.

E. Development of media training library

Target 1: Assisted other NESEIMC staff in developing media training library. In addition to those purchased, the following materials were given or loaned to NESEIMC.

1. Three "Principal's Training Program Kits and one copy of CEC film, "Those Other Kids" (from Maynard Reynolds - LTI/Special Education)
2. One set of 16 - 3/4" color Maryland Training Videotapes, "Teaching Children with Special Needs" series (from Mass. Div. of Special Education, State Dept. of Education)

These and other materials were circulated by the Training Coordinator. The materials listed above circulated constantly from the time of their arrival.

F. Reinforcing State Staff
The only New England department which requested support services from the Training Coordinator was Massachusetts. Although the original request was for 10 days, approx. 45 woman-days were eventually utilized. At request of Div. of Special Education, Training Coordinator assisted in redrafting Preschool regulations and drafted Professional Standards regulations and Guidelines for Chapter 766; also devised College/University Training Program questionnaire

for manpower study. Management of orders for one set of each of two mediated training packages for each regional office of the Mass. Dept. of Education.

1. Maryland Training Tape series - "Teaching Children with Special Needs". Arrangements were made for allocation of funds and one of sixteen 3/4" videotapes for each of six regional offices and for 400 copies of the accompanying Teacher's Manual. One copy was mailed by NESEIMC to each member of the Mass. Special Ed. Training Program Liaison Group, with a description of the State of Maryland's design for involving L.E.A.'s, Colleges and ITV in training. The rest of the manuals were divided between the regional offices and a memo mailed out to all special education directors informing them of the availability of the tapes and of one copy of the manual for each city and town, on request.

2. Arrangements were made for allocating fund and for purchase of Principal's Training Program Kits for five of the six regional offices.

3. At request of Mass. Secretary of Education, organized and served as chairman of Secretary's Committee on Special Education Manpower (April 1974).

4. At request of Div. of Special Ed., coordinated Advisory Committee to the Division on Training, Professional Standards, and Public School Special Education Programs (June 1974).

G. Network activities:
Attended meetings and participated as requested.

H. Other Training Activities

1. Consulted on development of pre-and in-service training programs with personnel from College/University programs, public schools, Headstart, day care, etc.

2. Consulted on development of training materials for parents, teachers and peers of children with special needs (including continued membership on Advisory Council for Lexington Teacher Training Tape Project).

3. Conducted workshops on training materials, special education legislation and new directions in special education.

4. Responded to numerous requests for information, referral, materials and consultation on the following:

a. pre- and in-service training materials and models for teachers and administrators
b. parents and peer education
c. personnel location and placement
d. program development: training, pre- and public school
e. screening and early intervention
f. selection and use of training materials
g. special education legislation and litigation; rights of children with special needs and their parents
h. professional standards

5. Other written materials

a. updated A Bibliography for Parents of Children with Learning Disorders, October 1973 - with B. Parliament and A. Sawyer
b. contributed regular column, "News from NESEIMC" to BAEYC Reports, Vol. XV, nos. 1-4; articles included:
Oct. '73 - Directions for 1973-74: Something Old Something New - Materials Sampler
Dec. '73 - New Directions in Services for Young Children with Special Needs in Massachusetts
Feb. '74 Chapter 766 (Mass. Acts of 1972) - Progress Report and Implications for Preschools
April/May '74 - NESEIMC to Close; Serving Young Children with Special Needs - Relevent Print and Multi-media Materials.
c. REsource Rooms - An Annotated Bibliography, May 1973 - Laurel Brown

6. Served on task forces and committees:
a. Mass. Office for Children Task Force on Credentialling of Preschool Personnel
b. Consultant, Mass. Teacher's Association Special Education Committee
c. Subcommittee on Implementation of Chapter 766, of Mass. State Advisory Committee for Special Education
d. Coalition for Special Education (Mass.)
e. Member, Board of Directors, Easter Seal Child Advocacy Project, and Chairman, Cahpter 766 Task Force

IV. Conclusions
A. Dissemination of child and teacher-use instructional materials alone is a necessary but not sufficient approach to ensuring that each child with special needs is provided with an appropriate educational program. In addition,

political and fiscal support for programs must be engendered, and technical assistance and consultation must be provided for program development as well as selection and appropriate use of instructional materials.

2. The IMC can serve as the hub of an effective knowledge and resource linkage system. By linking with concerned individuals in a variety of agencies and groups, IMC personnel can catalyze the development of much needed services and programs. By serving as a clearinghouse for information on exceptional children, and coordinating individual and agency efforts, IMC's can facilitate more efficient use of material and human resources -- within the IMC and those which frequently exist isolated and unknown outside the IMC. The development of linkage systems, involving individuals from diverse agencies sharing common concerns, can result in the identification of existing and potential innovators and leaders. Many of these individuals are more than willing to share their expertise and resources. The IMC can have a multiplier effect with regard to development of effective instructional programs and materials for exceptional children.

Chapter III

FIELD SERVICE ACTIVITIES

I. Introduction

Field services during the period September 1967 to August 1974 took on a number of goals and objectives. Initially emphasis was placed on developing the IMC concept and working with state departments of special education and local teacher training institutions, to establish preliminary associate centers. In addition, emphasis was placed on the development of mailing lists and making New England teachers aware of the NESEIMC services.

As associate centers began to develop and assume responsibility for service to local district teachers, the direction of the NESEIMC shifted to one of support of local centers. This took a variety of different forms contingent on the needs of the centers and their operational level. These activities included: evaluation, training in center operations, training in in-service skills, loan of materials, dissemination, mutual planning, workshops, and consultation. In addition to field services in the New England region, the field coordinator was involved with national network activities, developing guidelines for associate center development and operation.

II. Methods, Procedures, Activities

During the period of March 1967 to August 1970, field services were aimed at the development and support of associate centers and direct services to teachers in New England.

Associate Centers

Efforts to develop associate centers throughout New England were made with support from the six New England State Directors of Special Education as well as the Departments of Mental Health, local universities and special service schools. Associate centers were developed primarily through two source: (1) existing materials centers wishing to affiliate or (2) planning with state departments to develop and fund new centers. By August 1970, fourteen new or existing centers were associated with the NESEIMC.

While these centers were autonomous in nature and directly responsible to their funding sources, they all agreed to provide direct services to the local teachers. Direct services were defined as the loan of instructional materials and consultation to teachers. The NESEIMC would privide consultation and supportive services ranging from assistance in proposal preparation, to training center personnel in the operation of an IMC.

A formal training program was conducted through a federal grant from BEH. The program was designed to train associate center personnel in the development and operation of an IMC. It involved a five day training session (6/23-27/69) and a two day follow-up program.

The five day session included training related to the organization of an IMC, library operations, loan procedures and public relations activities. The two day follow-up involved specific problems and needs of the associate centers. Training for both sessions was provided by the staff of the NESEIMC.

Other services to the newly organized associate centers included assistance in developing mailing lists, materials demonstrations by the NESEIMC staff to the local area teachers, and the provision of printed bibliographies and materials listings for associate center distribution.

Direct Service

During the initial stage of associate center development, the NESEIMC provided direct services to New England teachers and teachers in training. Workshops were presented on materials, the development of instructional materials, learning disorders and the use of media. Teachers in the greater Boston area also could borrow materials and books directly from the NESEIMC.

From September 1970 to the present field services have emphasized the continued support of assisting associate centers and the development of such centers to service as yet unserved areas. This was accomplished through direct cooperation with the state directors of special education. In 1970 meetings were held with each director to ascertain the state plans for special education and plan centers to meet state educational priorities.

In addition to centers developed through the state departments, the NESEIMC formalized a cooperative service effort with the National Regional Media Center for the Deaf. As a result, several media centers at the schools for the deaf became associate centers providing media and materials to private and public day school teachers of the deaf.

To date associate centers include:

CONNECTICUT

Tom Gillung, Ralph Goodrich, Special Education Resource Center, 1678 Asylum Avenue, West Hartford, 06117, 203-233-4551
William De Matteo, Associate Special Education Resource Center, Project LEARN, 20 Island Avenue, Madison 06443, 203-245-1301
Joel Ziev, Media Center, American School for the Deaf, 139 N. Main Street, West Hartford 06107, 203-236-5891

RHODE ISLAND

Judy Grilli, Annette Maynard, Cranston IMC, 45 Sprague Avenue, Cranston 02901, 401-467-5161
David Woolman, Rhode Island College, Curriculum Resource Center, Providence 02908, 401-831-6600
Dr. Peter Hainsworth, Marian Hainsworth, Judith Segal, Warwick Public Schools, 34 Warwick Lake Avenue, Warwick 02889, 401-737-3300

MASSACHUSETTS

Andrea Hoffman, Lawrence Marble, Lesley College Curriculum Center, 29 Everett Street, Cambridge 02140, 617-876-4695
Stephen White, Clarke School for the Deaf, 46 Round Hill Road, Northampton 01060 413-584-3450
James Henry, Boston Learning Center, Barrett School, 25 Travis St. Allston 02134, 617-254-3905
Gertrude Webb, Carol Wadell, Curry College IMC, Brush Hill Road, Milton 02186, 617-333-0706
Bart O'Connor, Assistant Superintendent, Attleboro Public Schools, Attleboro 02703, 617-222-0012
Len Goldberg, Boston School for the Deaf, 800 N. Main Street, Randolph 02368, 617-963-8150
Madeline Svetich, Department of Mental Health, C.E.P.C., 655 Page Blvd, Springfield 01104, 413-781-7850

John Hughes, 30 Crandall Street, Adams 01220, 413-743-5202
Elinor Martin, Cape Cod IMC, 230 South Street, Hyannis 02601, 617-771-2211
Paula Marcarelli, Medford Public Library and Medford Public Schools IMC, 111 High Street, Medford 02155, 617-395-7950
Dana Wells, Robert Audette, Assistant Superintendent, Fernald State School, 200 Trapelo Road, Waltham 02154, 617-894-3764

NEW HAMPSHIRE

Dorothea Kitlan, Special Education IMC at Keene, Keene State College, Keene 03581, 603-352-1909 x281
Nancy DeCourcey, Multi-Media Services, Corner of Railraod and Exchange Streets, Gorham 03581, 63-448-1634
Mary Osgood, Director, Strafford Learning Center, c/o Resurrection Lutheran Church, Rochester Hill Road, Rochester 03867, 603-742-3062

VERMONT

Dr. Frank Luth, St. Joseph the Provider College, REIMC, Clement Rd, Rutland 05701, 802-775-0806
Fay Charles, State Department of Education IMC, State Department of Education, Montpelier 05602, 802-828-3141
Sister Janice Ryan, Trinity College Educational Media Center, Trinity College, Burlington 05401, 802-658-0337 x340

MAINE

Paulette Grondin, Special Education IMC, Farmington State College, Farmington 04938, 207-778-3501
Joan Tainter, Auburn Public Schools, 23 High Street, Auburn 04201, 207-783-3601
Larry Starr, Aroostock Mental Health Center, Fort Fairfield 04742
Dr. William DAvis, Judy Baum, Special Education Resource Center, The Counseling Center, 43 Illinois Avenue, Bangor 04401, 207-947-0366
Bill Breton, Hancock County Educational Cooperative Serving Exceptional Children, M.E.S.A. Title III, Ellsworth School Department, Ellsworth 04605, 207-667-5388
Emily Auclair, Project Lodestone, P.O. Box 356, Calais 04619, 207-454-2129

In order to determine and provide relevent services to the associate centers, directors meeting were held at least twice a year from September 1970 through the current funding year. These meetings were to provide the associate center directors and directors from the state departments of special education with direct input into the NESEIMC. This included specific input into the NESEIMC continuation proposals each year and approval of the proposal once written.

The directors from the centers and state departments formalized their association in 1972 into the New England Regional Advisory Board. On November 8, 1972 a meeting was held at the NESEIMC to develop a constitution for the Regional Advisory Board. Members of this group included: Gabriel Simches (Conn.), Ed Simmons (N.H.), Manfred Drewski (N.H.), Annette Maynard (R.I.), Michael Moriarty (Mass.), Frank Conally and Barnie Kenny (R.I.) Marsha Roit and John Tringo (NESEIMC). The constitution was developed and submitted to the entire board for approval.

Support services to the associate centers included a variety of activities: workshops, consultations, training of associate center personnel, loan of materials, evaluations of the actual centers, and a variety of non-categorical support services.

A. Computer-Based Resource Units

Units of instruction developed at Buffalo IMC were made available to New England teachers through their local associate centers. Unit requests were as follows, by state:

New Hampshire - 476	Massachusetts - 80
Vermont - 52	Rhode Island - 29

Total - 637

Connecticut assumed its own costs and processed directly with Buffalo.

Evaluation forms accompanied each completed request. Users were asked to fill out the forms after using the units, and return them directly to Buffalo. Copies of evaluation were sent to the NESEIMC. Evaluation forms indicate a basically favorable response. Teachers found activities appropriate and useful and programming techniques valuable. The number of forms returned, however, were limited, making it difficult to draw any conclusions. Associate center personnel felt most teachers found CBRU's useful tools.

B. Special Topic Workshops

A series of workshops were developed based on NESEIMC personnel skills and network resources. These were available to all associate centers and state departments of special education.

CHRONOLOGICAL LISTING OF PRINCIPAL NESEIMC TEACHER TRAINING WORKSHOPS

Topic	Location	Presentor	Date	Attendance
Uses of Materials with Small Groups	Portland, ME	Roit	10/7/71	40
Parents Using Materials	Belmont, MA	Roit	2/9/72	15
Sequencing Activities for TMR Children	Boston, MA	Jacobs Gabbard	2/16/72	17
Contingency Contracting	Boston, MA	J. Tringo G. Peterson D. Triant	3/1/72	22
Uses of Materials with Small Groups	Cambridge, MA	Roit	4/12/72	18
Informal Diagnoses	Littleton, N.H.	Roit, Tringo	4/15/72	51
Comparing Mediated Materials	Portland, ME	Roit	5/17/72	38
Informal Diagnosis	N. Stratford, N.H.	Roit, Tringo	5/20/72	47
ITA-Initial Teaching Alphabet	Boston, MA		6/3/72	23
Informal Diagnosis	Lynn, MA	Roit	6/15/72	53
Informal Diagnosis	Hyannis, MA	Roit	7/17/72	37
Using Instructional Materials	Woonsocket, R.I.	10/11/72	10/11/72	54

CHRONOLOGICAL LISTING OF PRINCIPAL NESEIMC TEACHER TRAINING WORKSHOPS

Topic	Location	Presentor	Date	Attendance
Devising and Using Instructional Games	Farmington, ME	Roit, Aiello	2/20/73	62
Parent Workshop	Medford Public Library	Roit, Aiello	2/27/73	34
Prescriptive Teaching Techniques	N. Adams, MA	Roit, Aiello	3/6/73	18
Prescriptive Teaching Techniques and Devising Instructional Games	Presque Isle, ME	Roit, Aiello	3/9/73	42
Devising and Using Instructional	Lesley College	Aiello	3/14/73	25
Contingency Contracting	Hartford, CT	Tringo	3/15/73	21
Devising and Using Instructional Games	Hartford, CT	Roit, Aiello	3/21/73	20
Informal Diagnostic Techniques	Madison, ME	Roit, Aiello	3/23/73	37
Informal Diagnostic Techniques	Boston U., MA	Roit, Aiello	3/28/73	19
Prescriptive Teaching	Hartford, CT	Roit, Aiello	3/28/73	19
Informal Diagnosis	Conn. IMC	Roit, Aiello	3/29/73	13
Devising Instructional Games	Adams, MA	Aiello	4/3/73	32
Prescriptive Teaching	Hartford, CT	Roit	4/4/73	26

LH/9H

CHRONOLOGICAL LISTING OF PRINCIPAL NESEIMC TEACHER TRAINING WORKSHOPS

Topic	Location	Presentor	Date	Attendance
Informal Diagnosis	Hyannis, MA	Roit	10/16/72	33
Contingency Contracting	Woonsocket, R.I.	Roit, Tringo	10/18/72	49
Learning Styles	Woonsocket, R.I.	Aiello	10/25/72	52
Children with Special Needs	Cape Cod, MA	Roit, Aiello	11/15/72	48
Secondary School Integration	Woburn, MA	Roit, Aiello	11/16/72	26
Secondary School Integration	Woburn, MA	Roit, Aiello	11/30/72	28
Informal Diagnosis	Cranston, R.I.	Aiello	12/4/72	25
Informal Diagnosis	Cape Cod, MA	Roit, Aiello	12/13/72	36
Contingency Contracting	Rutland, VT	Tringo, Roit Aiello, Triant	1/8-1/10/73	22
Prescriptive Teaching Techniques	Cape Cod, MA	Roit, Aiello	1/17/73	17
Open Education	Lesley College, MA	C. Jacobs	1/17/73	17
Introducation to Learning Disabilities	Fernald, MA	Roit, Aiello	1/24/73	25
Development of Instructional Games	Cape Cod, MA	Roit, Aiello	2/7/73	42
Informal Diagnostic Techniques	N. Adams IMC, MA	Roit, Aiello	2/8/73	20

64/84

CHRONOLOGICAL LISTING OF PRINCIPAL NESEIMC TEACHER TRAINING WORKSHOPS

Topic	Location	Presentor	Date	Attendance
Informal Diagnosis/Prescriptive Teaching	Lincoln, N.H.	Roit, Aiello	4/7/73	14
Resource Rooms	Boston, MA	Roit, Aiello	4/7/73	11
Devising and Using Instructional Games	Madison, ME	Roit, Aiello	4/17/73	48
Instructional Games	Cranston, R.I.	Roit, Aiello	4/17/73	48
Contingency Management	Hartford, CT	Tringo, Yale	5/2/73	12
Diagnostic-Prescriptive Teaching	Hartford, CT	Aiello	5/3/73	12
Informal Diagnosis	Hartford, CT	Hurley	5/9/73	15
Mini-Kits	Hartford, CT	L. Coleman	5/10/73	12
Resource Rooms	Pittsfield, MA	Roit, Aiello	5/11/73	11
Early Identification of Learning Problems	Hartford, CT	T. Lawrence	5/17/73	22
Informal Diagnosis	Brattleboro, VT	Roit	8/22/73	15
Informal Diagnosis	Burlington, VT	Roit	9/24/73	32
Materials Workshop	Cape Cod IMC, MA	Roit	10/1/73	35
Use of VTR	Framingham, VT	S. Roit	10/4/73	62

50/51

CHRONOLOGICAL LISTING OF PRINCIPAL TEACHER TRAINING WORKSHOPS

Topic	Location	Presentor	Date	Attendance
Prescriptive Teaching	Burlington, VT	Roit	10/29/73	29
MARS System	Kennebunkport, ME	C. Rudi	11/6/73	21
Designing Instructional Games	Burlington, VT	Roit	12/3/73	29
Diagnostic/Prescriptive Teaching	Woonsocket, R.I.	Roit	1/23/74	41
Needs Analysis	Amherst, MA	NCEMMH staff	1/23-1/25/74	21
Uses and Misuses of Media in Reading	Boston, MA	K. Morsink	2/19/74	14
Social Learning Curriculum	Newton, MA	H. Goldstein	4/3/74	370
Informal Diagnosis	Bangor, ME	Roit	4/8/74	22
Diagnostic/Prescriptive Teaching	Colbrook, N.H.	Roit	4/30/74	53
Diagnostic/Prescriptive Teaching	Portsmouth, R.I.	Roit	5/7/74	42
Designing Instructional Games	Bangor, ME	Roit	5/13/74	24
Diagnostic/Prescriptive Teaching	Kingston, R.I.	Roit	5/21/74	31
Diagnostic/Prescriptive Teaching	Groveton, N.H.	Roit	5/22/74	14

Evaluations of workshops were done immediately after each session. A general open-ended form was used to determine an overall reaction to the workshop. No attempt was made to measure the long-term effects of the workshop on changes in teaching. It appears from the evaluation that teachers found the workshops valuable with practical application to their teaching situations.

In addition to the workshops based on the skills of NESEIMC personnel, several long-term workshops were sponsored by the NESEIMC.

1. Contingency Contracting
   Based on the USCIMC model, this workshop was available to six selected groups in New England with group counseling of a school administrator, teacher and school psychologist. Groups were trained in the techniques of contingency management and then returned to their local districts, implemented it, and trained six additional teachers. NESEIMC staff were available for consultation and evaluation.

2. MARS
   The Materials Analysis and Retrieval System, developed at the Iowa Regional Resource Center was presented in a workshop to the Field Consultant and Associate Center Directors by Ms. Carolyn Dude. The NESEIMC further supported this project through the purchase and dissemination to participants of the MARS system.

3. Workshop on Workshops
   A training session on how to give workshops was presented to associate center personnel by Joe Levine of the Michigan State IMC.

C. Long Term Loan of Instructional Materials
   Associate centers were able to supplement their collections through the long term loan of instructional materials from the NESEIMC. (See library section for statistics). It also allowed centers to examine and use more expensive materials before purchasing them. In some cases, IMC staff did workshops and demonstrations to show local teachers how to use and adapt these loaned materials.

D. Evaluation of Associate Centers
   Upon request of the associate center or state department of special education, evaluations of associate centers were completed by NESEIMC staff.

E. Media Support
Brochures, flyers and newsletters were designed by NESEIMC media support personnel based on associate requests and needs. Consultation was provided also to associate centers on other graphic needs and the design effectiveness of their materials. (See Media Section for additional information.)

F. Northeast Regional Media Center for the Deaf - Field Representative
In order to provide increased services to associate centers concerned with the deaf, and to day school teachers of the deaf, the NRMCD funded a field representative to work out of the NESEIMC. This person demonstrated multi-mediated materials for use with all children. The field representative also disseminated materials developed at the four regional centers for the deaf to teachers of the deaf throughout New England.

G. Films
In 1972, the NESEIMC purchased a selected group of special education films for use by the associated centers and state departments. Initially these films were circulated through the North Country Multi-Media Services (Gorham, N.H.). During the current year, the films circulated through the Krasker Film Library (Boston University). Films were regularly cleaned and tested for breaks. This proved to be an effective and efficient method of distribution.

H. Dissemination
Materials produced through the national IMC/RMC network were reproduced and disseminated to the New England Centers and state departments of special education. These included bibliographies, directions for teacher-made materials, and teacher training materials.

I. Associate Center Operations Support
Planning meetings were arranged for each newly developed center. These allowed for an introduction to the IMC network concept and for the delineation of steps needed in the development of the center. Supporting services provided to these developing centers included: information on funding sources, support in proposal writing, recommendations for the purchase of materials, suggestions on operations procedures and staffing patterns, loan of an initial materials bank, and training of new staff in library cataloguing.

J. Consultation
This included a variety of activities making use of different NESEIMC personnel who assisted in the development of yearly objectives and goals, prepared printed materials for dissemination by centers, and developed training sessions.

K. Client Lists
The NESEIMC maintained a client listing for each associate center. Clients could be organized by zip code, area of disability, grade taught, or professional interest. Lists or mailing labels were available on request.

Network Activities

The field coordinator was involved with the development of guidelines for the establishment and operation of local associate centers. The field coordinator worked with other regional field coordinators to develop specific operational procedures, providing forms and techniques found effective by existing associate centers. The guidelines also included funding information, where to apply for funds and how to write proposals. In addition, evaluation and in-service teacher training information was provided. Information was compiled and a two-volume product was disseminated to each regional instructional materials center.

A second national involvement by the field coordinator was as a member of Task Force V, a group of regional field coordinators, state directors of special education and associate center directors. The group was given the responsibility of determining the most effective field services developed and implemented during the existence of the IMC/RMC network.

III. Conclusions

The New England associate centers were a diverse group with some centers well established and providing a wide variety of services. At the other exteme, there were newly developing centers concerned with establishing operations and providing minimal services. As a result, some services available through the NESEIMC were essential to one group of associates but perhaps too basic for others. Developing centers may not have been ready for other services. Conclusions and recommendations are thus based on informal feedback, continuously requested services, and requests by the Regional Advisory Board.

In general, associate centers requested and made continuous use of the loan of instructional materials and available workshops. These services were used on a regular basis. The other services discussed in the Methods, Procedures and Activities Section (II) were used on a less frequent basis as center needs dictated.

The Advisory Board proved to be a cohesive element for the New England Associate Centers and State Directors of Special Education. The Board members felt the formalized organization had a positive impact in terms of determining common goals and activities for the New England Region.

Associate center development at the end of June, 1974 showed three New England states having state plans and state supported centers. These were Rhode Island, Connecticut and Vermont. There was no formal commitment by the other states, although New Hampshire was intiating a planning session at that state.

IV. Recommendations

The following recommendations are based on feedback from the Regional Advisory Board and the completed activities of the last four years.

A. Provide workshops and in-service activities with follow-up in the areas of methods as well as materials. Formalize plans with associate centers to provide the long-term follow-up and to provide the necessary materials to carry out educational techniques.

B. Develop a set of guidelines for the establishment of associate centers. The diversity of centers was large and consequently there was a range in operational levels. This required the NESEIMC to provide a wider variety of services rather than placing a more concentrated effort on several activities.

C. Establish a formal Advisory Board with defined responsibilities to provide continuous input to the original center. This would help to develop a greater degree of cohesion between associate center and state department personnel. In addition it would be a source of direction in setting regional center priorities, and help to insure the meeting of state and local needs.

Chapter IV

MEDIA SUPPORT SERVICES

1967-68

Activities were generally limited to assessing media needs and researching and implementing programs aimed at establishment of a functioning external media organ. Along these lines, equipment was purchased, space allocated, and procedures initiated.

All activities were short run in nature due to proposed (and eventual) relocation of the then 'NEMIC' operation on the Boston University campus.

1968-70

The NESEIMC Media Department was relocated to it present address. Activities generally centered on the purchase of required materials. and equipment for a media support operation. Procedures for equipment handling and general operation were reimplimented. Intra-university video production was a major activity. Darkroom facilities were set up and cataloguing procedures undertaken.

1970-71

Activities of the NESEIMC media department for the 1970-71 grant year can be classified in terms o: Project development, Consultation and Presentation. Due to the limited availability of records through 1970 (at which time personnel changes occurred) an attempt will be made to conform to the prescribed outline of introduction, analysis, results.

The NESEIMC participated in a cooperative effort with Boston Chilren's Service Assoc., Boston, MA, to develop a program to the proposal state.

Activities included services and equipment for production of ½" B&W video show as part of the total project which was to determine "the effect of videotape confrontation upon self observation capacity and behavior of children". Consultation was provided in program initiation and media application. The IMC also cooperated in the development of a subsequent proposal submitted to the IMC for federal funding.

Although the program was rejected on its initial submission, monies were made available to it through other channels and the IMC's contribution has continued with consultation and equipment loan.

The NESEIMC initiated a project with Hamilton Elementary School, Newton, MA, the goal of which was to utilize CCTV for instructional purposes in an integrated classroom situation.

The NEIMC consulted on equipment acquisitions and utilization, conducted in-service training workshops for teachers at Hamilton in utilization and in co-operation with Boston University, School of Education, trained and located a graduate student at Hamilton to maintain the program and serve as director of the project. The IMC media department undertook the training of this assistant in programming and management of this special application of CCTV.

The program is successful and continuing independent of NESEIMC support.

The NESEIMC initiated a program in cooperation with the NEIMC associate center at Lesley College, Cambridge, MA., to produce a series of self-training operating instructions and peripheral materials for audio-visual equipment use.

The IMC involved a graduate student from Emerson College, Boston, in the development of the required materials and acted in a consultative capacity in terms of ultimate refinement.

The IMC at Lesley College is currently employing the package in self-instruction applications. The program served as a model for the proposed media resource room at NESEIMC.

The NESEIMC was requested to design and implement a CCTV system for Meeting Street School, Providence, R.I.

The staff of the NESEIMC media department consulted with the staff of MSS, evaluated needs, objectified goals, and proposed a CCTV system. Follow up in-service teacher training and evaluation was also provided.

The system is presently in operation in the Warwick Public Schools, Warwick R.I., following the transfer of the program from Meeting Street School.

The NESEIMC developed a series of video tapes on the subject of psychological testing, in conjunction with Keene State College, Keene, N.H.

The NEIMC preplanned, scripted, location shot, and edited a series of old format ½" black and white videotapes on requested subject matter. Copies of the completed series are available through the NESEIMC associate center located at Keene State College, Keene, N.H.

The NESEIMC developed a proposal for a series of instructional films on the League School, Brooklyn, N.Y.

The NEIMC cooperated with the SERC, Hartford, Conn. in the research, development and final submission of a proposal for funds. The proposal was rejected.

The NESEIMC media department was requested to design and implement television and film production systems for the Massachusetts General Hospital Behavior Labs, Waltham, MA.

The NESEIMC consulted with lab staff, evaluated needs, and objectified goals for systems. Upon approval, the IMC consulted with lab staff on areas of purchase and implementation of systems.

Systems are currently in operation in research projects concerning animals and low level retardates. As of 1973 research projects are being conducted at Massachusetts General Hospital.

The NESEIMC was requested to develop a set of instrctional materials for use in teaching learning disabled children.

The media department developed and produced a series of overhead transparancies for test, evaluation, and ultimate classroom use. Materials are presently available through Dr. Elizabeth Wiig, School of Education, Boston University, Boston, MA.

Consultive Activities

1. Consultation to the Everett School System, Everett, MA regarding acquisition of audio-visual materials for special education classes
2. Consultation with Dr. Claus Weinchenk on German projects in Special Education upon his visit to the IMC through the Bureau of Education for the Handicapped
3. Conducted a media workshop on behavior modification techniques at Fernald State School, Waltham, MA.
4. Consulted with the West Springfield Department of Special Education in the establishment of an IMC operation; special attention was given to audiovisual materials acquisitions for the Title VI funded project.

Presentation Activities

1. Participation in WGBH-TV (Channel 2, Boston), program concerning the IMC/RMC network.
2. Participation on WPLN (Radio, Plymouth, MA) program concerning pilot project of the Boston Children's Service Association
3. Participated on panel at CEC topical conference in San Antonio, Texas concerning educational technology for the handicapped
4. Participated in a workshop for the Massachusetts School Psychologists Association on media production and behavior modification.

1971-72

Film Product: Project First Step, Teaching Behavioral Organization, 16mm SOF motion picture.

Originally proposed as terminal objective II, this film was the first of a series of inhouse media productions which by 1973 would supply effective training media and materials, demonstrating innovative approaches relating to young children. Originally, the film was proposed to be of 30 minutes running time and produced jointly by the NESEIMC (then NEMIC) and the State Educational Resource Center in Hartford, CT. Actual production time was cut by 28' and accomplished solely by NESEIMC staff. At all times, close cooperation was maintained with the Project First Step staff and the Warwick Public School System, Warwick, R.I.

Due to initial delays in the proposal's acceptance and later in implementation of funding the strategy (and thus acquiring the required equipment and personnel) onset of production was delayed approx. 90 days. In light of this 90 day delay (using it as a constant), preproduction, scripting, and location production were completed within the original time line. Due to the scope of the program, emphasis was shifted away from the proposed manual and into the film itself. Rather than being the predominantly descriptive part of the program package as originally conceived, the film was structured more elaborately to integrate both description and instruction. Initial scripting was done on a consultant basis with final scripting completed by the staffs of the NESEIMC and Project First Step. Shooting was performed by a two member crew. Shooting was predominantly sound synchronous/double system 16mm. Equipment used included Arriflex BL for synch shooting, Arriflex S for wild shooting, Nagra IVL for all quarter inch sound, Nikon F for all staff shooting. All interiors were lit to 320°K and shot at about f2.8 on 7242 stock lens used were Angenieux 12:120 and Nikon 85:200 (still). Sound stock was Scotch 201. Microphones included Sennheiser 805.405, and Sony Laveliers. Production ran for a period of approx. 60 days with 18 shooting days. Due to the departure of the media director and the subsequent dissolution of his position (an act which cut the actual staff size of the department by 50%), 11 post-production activities were severely hampered. Added to the initial delay in gearing up, edit operation time line for completion in March was not completed until August. Preliminary interlock occurred in late September because of conflicting school schedules (Warwick). Complications, including relocation of Project First Step and a major scripting change demanded by them, delayed final interlocking until early November. Conforming and final sound mixing occurred as scheduled. Answer print was approved within original time line.

(from date of final interlock). Distribution to IMC/RMC/RRC Network commenced in fall 1973.

Resulting from this was the 22 min SOF 16mm. motion picture Project First Step: Teaching Behavioral Organization. It has been disseminated free of charge to all memebers of the IMC/RMC/RRC Network. Copies have been filed in the network office and the NCEMMH with all future dissemination activities (if any) to be handled by the latter from developmental materials supplied by the NESEIMC. Copies were also available for sale at cost to the profession.

Film Production: Which Student Gets Your Attention, 16mm SOF motion picture, 16 min.

Proposed in addendum to original 1971-72 submission, this film was produced in a cooperative effort by the MESEIMC and the school department of Newton, MA. Its aim was to provide teacher training in behavioral techniques in the engineered classroom by means of a short descriptive/instructive film structured around the behavior of one specific student. Its concerns were to be diagnostic as well as corrective.

Production was worked in tandem with the previously mentioned product to maximize equipment time. (All production gear was rented as stipulated in the 1971-72 grant.) Production followed the previously described time line (and was subject to many of the same delays.) Scripting was done on a consultant basis. Location shooting in equipment and personnel was similar to that previously mentioned. Production was limited to 10 location days. Edit, interlock and printing was completed approx. 40 days earlier. Both shows were released simultaneously for dissemination to the IMC/RMC/RRC Network. Copies were made available to the network office, and NCEMMH, and for private purchase.

The resulting film: Which Student Gets Your Attention is at present disseminated nationally to the IMC/RMC/RRC network, to the network office, to the NCEMMH. Additional copies were made available for public purchase at cost and all printing materials have been made available to the NCEMMH for possible future dissemination.

Filmstrip/Sound Product: Kitchen Media Series

Originally proposed in addendum to the 1971-72 proposal as a short 16mm SOF motion picture to be divided into a series of "How To" simple media projects with classroom applications. This film was to be produced in cooperation with classroom applications. This film was to be produced in cooperation with the State Educational Resource Center in Hartford, Connecticut. Due to the departure of the NESEIMC Media Director in March, 1972 and since the pro-

jected production time line called for preproduction to commence the following month, the entire operation was given, on a subcontract basis to the SERC in Hartford, Connecticut. The NESEIMC retained financial responsibilities involved in actual production. Dissemination was performed by the NESEIMC. Three sound/filmstrip packages were produced: How to Make Overhead Transparancies, How to Make Black and White Filmstrips, and How to Make 35mm Slides. These were released by the NESEIMC for dissemination in August, 1972. Projected dissemination included copies to be given free of charge to members of the IMC/RMC/RRC network, the network office, and the NCEMMH.

The resulting sound filmstrips have been disseminated as planned as well as offered at cost to the public.

In conclusion, the above three media production products provide a series of consistent and glaring problems. Basic to all is delay. Original goals were set far too high to be met even under ideal circumstances. Manpower was cut and not replaced. All productions were completed within proposed budgets and well within industry cos standards. Due to the fact that we were restricted to rental rather than purchase of all production equipment, large amounts of our time were spent in pick up and return of rented equipment. Numerous times, mistakes made by rental operations involved wrong rental dates, wrong equipment, defective equipment, etc,; all of which resulted in delays and unwarranted drain of already thin resources. The Administrative and financial channels of our sponsoring agency were obviously not structured for the very specific, demanding, and often highly irregular needs of film production. Often the prompt ability to react to a problem was minimized and simple problems were often unavoidable rather than easily sidestepped. In educational film production, a variety of circumstances prevent any but the most minor changes dictated by the followup of a film or product. Reshooting costs are prohibitive in terms of productionbudgets. Scheduling of classroom curriculum in terms of production is paramount in original location shooting. Even if time allowed or a given class still in session (evaluation tends to fall to the end of the process) the

length of the overall process being what it is, and a school year being effectively 8 months long, evaluation most often occurs in late spring or early summer. Disruption to a class would be excessive in terms of returning it to where it was at the time of original shooting (academically, behaviorally, etc.) In short, evaluation, even if properly implemented with the necessary time, finances, and manpower, can suggest problems which cannot be corrected.

In addition to activities previously discussed, NESEIMC media department participated in a number of self-initiated programs. The NESEIMC undertook a cooperative effort with the Boston School for the Deaf to develop a curriculum for teaching photography to deaf and hearing impaired children as a means of self-expression and a method of teaching academic skills.

In the program's initial stages the NESEIMC acted in a consultive capacity. As implementation was achieved the IMC coordinated materials acquisition and was directly responsible for attaining a major portion of the required equipment and consumables free of charge through a cooperative effort with a group of regional photo retailers. Ongoing support activities have included the location of additional free manpower in the form of internships at the Master's candidate level at surrounding universities.

As a result of this cooperative effort, the program has successfully entered its third year of operation.

Similar activities included media support to ongoing programs of the Massachusetts Psychological Center, Boston.

Assistance was provided in the areas of baselining, teacher training and a possible media package development. Services included assistance in production, video, and 35mm still photography and miscellaneous minor graphic support with the NESEIMC providing personnel and equipment only.

The Center, presently named Language and Cognitive Development Center is now totally self-sufficient in all graphic production.

A third major project was the development of a Masters level internship in cooperation with Boston University, School of Education. The major goal was to teach cinematography to deaf students and subsequently employ such skills as a successful teaching tool. The NESEIMC consulted, codeveloped and supported the program, with equipment and technical services.

The program reached a successful conclusion and materials developed through it were submitted to Eastman Kodak and Boston University.

Another major NESEIMC Media Department activity involved the compilation of a comprehensive film bibliography.

Materials relied upon for research and compilation were generally other film collections and production literature. Films were categorized alphabetically by title and classified by related disability.

The resulting publication was distributed nationally to the IMC Network and locally to the public on demand.

Field support activities were provided on demand and included a wide range of activities aimed at the successful i plementation of field strategies. Activities included the decision and production of a tri-panel color, folding portable NESEIMC display. The NESEIMC produced a sound synchronous ¼" track to accompany the SEIMC slide program. The NESEIMC provided design, concept, preparation and production of camera-ready materials for the printing and duplication of four 8½ x 11" one color associate center flyers in an attempt to begin to develop a graphic unity within the region. Workshop support was provided with production of color-key transparancies, equipment support and maintaiance and still photography for public relations applications.

Resulting success of such support activities is reflected to some degree through the expansion of field servies and workship evaluations.

Resource Center support activities were provided on demand for the successful implementation of Resource Center strategies.

Included in services supplied was the initiation of a film maintainance program. This was designed and produced as a program of instruction and checks for borrower handling, repair and evaluation of circulating 16mm films. This system provided a device with which to monitor and evaluate film usage, effectiveness and condition (data supplied in Resource Center circulation files). A media utilization program was designed to self-instruct borrowers and IMC staff on equipment operation. Operating instructions were produced for all permanent and circulating presentation equipment. A more comprehensive program was to be implemented in 1973, but due to subsequent IMC/RMC network decisions, this plan was scrapped. Ongoing maintainance was provided for all Resource Center hardware and software. The design and production of a 20"x30" color floor plan was accomplished. Miscellaneous design and printing included, among other things, membership cards designed to accept computer based printouts on crack-and-peel pressure sensitive labels, overdue notices, etc.

Results of these support activities are reflected in increased loans of hardware and media programs, a far superior membership

system, a far better self-reliance on the part of the Resource Center staff which freed up Media Department Personnel for other activities and further implemented a more unified graphic image through another NEIMC strategy.

Central administration support was another major area of ongoing operations supplied on request to implement general center activities.

Print activities included the concept, design, preparation and production of camera ready materials for the printing or duplication of a wide range of one color materials which included, among other things: continuation proposal 1972-73 cover, annual report 1971-72 cover, Caldwell flyer, map insert (8½ x 11" all purpose map), film bibliography cover, acquisitions list cover, Learning Disabilities Bibliography cover, Sequential Listing of Materials cover, three six-page newsletters. Design, preparation, and production of camera-ready materials for two color printing of business cards, labels, and center brochures were provided. Design, preparation, and production of camera-ready material for the four color printing of the Kentucky Time Program, teaching manual and workbook, as well as coordination of printing was provided. The design and production of 10 element black and white wall display and 20 x 40" three color regional map display were undertaken as was the initiation of a comprehensive multi-level graphic identity and image change which included logotype design and application, standardized typeface, standardized graphic formats, standardized graphic color function, etc.

Major results of these projects were reflected in a smooth image change from 'NEMIC' to 'NESEIMC', a subsequently more professional public image, and in general improved print media products.

1972-73

Media Package Development (Strategy 1A)

Due to limited production responsibilities as defined by Bureau Directives, production was limited to development in the area of still programs. Objectives originally set were revised following requests by the Massachusetts State Department of Education which demonstrated a very serious need for a mediated teacher information package in support of teachers who would be working in classrooms newly integrated by state legislation (G.L.C.M. Chapter 766). Since the objectives would include media utilization, screening, and testing procedures, as well as attitude change and needs information, and since it directly aided in our objective of state department support, clearance was sought and received for revising the originally proposed production program.

A 36 minute, sound synchronous 35mm single projector program was produced. Content of program describes and illustrates the problems inherent in regular classroom inclusion of blind and partially sighted students. It demonstrates a practical solution to problems --solutions for teachers, parents, administrators, and students. Production followed previously submitted time line. Production (all phases) was completed on time and in budget. Production was hampered greatly by the shear 'bulk' of existing programs (located throughout the state of Massachusetts) which were included to some degree within the scripted program. Eighteen days of location shooting at 13 different locations were needed for a 2 man crew to complete the bulk of shooting. Cameras used included: 1 Nikon 'F' with 250' bulk pack, manual advance, 85:250 Nikon zoom, and 1 Nikormat unmodified with 50mm, 135mm, and 205mm lenses. Stock used was Kodak CPS Extracolor 35mm and stock corrected as necessary for indoor situations and printed on 5258 for color positive release copies. All sound was recorded on ¼" magnetic tape and mixed on 4 track ¼" equipment without transfer. Program was pulsed for 1000 HX inaudible control track play back. With the exception of the back-up cameraman grip, all production from preplan to release was accomplished by the NEIMC Media Department. All production equipment was rented, all special effects, lab processing and sound mixing was subcontracted due to a lack of in-house facilities.

Five complete programs were produced, entitled: "Public Schools Serve Visually Handicapped Students". The programs have been turned over to the Massachusetts Department of Education for dissemination through their network of state offices. One copy is being duplicated for braodcast on the NET Affiliate in Boston, Channel 2, WGBH.

Original pix neg and ¼" sound is being forwarded to the NCEMMH for possible future release. Production data is included in our returned files. Evaluation data is held by Massachusetts Department of Education.

Staff Training (Strategy IVB)

Working with the Field Coordinator and Librarian, the Media Department was responsible for the design and production of Media dissemination vehicles. Media production and support was provided for a variety of training areas including: ordering procedures, cataloguing procedures, workshops, disseminations techniques, general center maintainance, program planning, and library operations. Direct consultation was provided to associate centers on their graphic needs and design effectiveness of their materials.

Production of support materials included print media (design and production of camera ready, electrostatic ready, and custom display materials), and non-print media (infra-red and Color Key system graphics for overhead projection or display), slide copying, tape duplication, and limited video tape and 35mm still supportive production. For statistics on staff training meetings and workshops, refer to meeting record sheets.

Resultant support activities were contingent on actual operations of field and library personnel. Their success can be measured in terms of meeting evaluations, and as evaluations indicate, response to these training procedures was very positive.

Operations performed directly to requested sources (rather than in support of other IMC staff members) contined the program begun in 1971-72 for graphic unity within the associate center network. Work included design of original graphic identities (3) and application of existing graphic identities to a variety of print applications.

Center Support Functions

Ongoing support activities covering a wide range of purchase, maintainance, loan, and production responsibilities, were performed by the NESEIMC Media Department. These activities were not defined as an annual strategy but were present in the performance of IA, IIA, IIB, IIC, IIIA, IIIB, IIID, IIIE, IIIF, IVB, IVD.

Maintainance programs were set up for servicing of all IMC hardware. All outside servicing (if necessary) and replacement was handled by media department personnel. The Media Department consulted on the projected needs of both center staff and associate center personnel. It provided necessary purchase information and performance statistics upon the determination to buy. Once equipment (for NESEIMC use) was acquired, the media department was responsible for registering, servicing, and producing a step by step operations program. Loan of all non-resource center catalogued hardware was the responsibility of the Media Department. The major thrust was in the area of videotape and projection equipment and the location and acquisition of exotic hardware as demanded by staff and clients.

The Media Department's last major area of responsibility was that of support production. This included print production (design and production for camera-ready and electrostatic ready materials for bibliographies, fliers, handbills, brochures, and forms) and non-print productions (design and production of custom graphics, for NESEIMC signs, displays, conventions, graphics and exhibits). Specialty production included a sound/flier orientation program for the Resource Center, sound and 35mm slide/filmstrip duping for staff (on demand) and overhead transparancies production.

These operations resulted in coordinated acquisition of hardware in terms of existing format-compatible programs already purchased and under consideration. Similarly, more efficient allocation of funds for hardware acquisition was realized. Operation up-time and availability to staff and clients increased due to implementation and maintainance and loan procedures. Increased graphic unity was achieved as the 197172 proposed program reached greater implementation. Data on purchase, maintainance, and loan supplied in files returned. Copies of major publications were supplied in materials collection shipped to Kentucky SEIMC.

1973-74

Media Training Library

Originally proposed as Element 'H' of Area II, the NESEIMC Media Department was to engage in co-operative effort with other IMC components to develop a library operation dealing in mediated training materials. Upon development of such a library, it would be maintained and interlocked with national activities in media training materials.

Development of media training library terminated in 12/73, prior to 6/74 target date due to major changes in the IMC/RMC/RRC program following the 1973-74 grant year.

As a result of such rethinking, materials already purchased were held. Materials on order were cancelled. Implementation procedures were scrapped. For information on materials, acquisitions, refer to Resource Center purchase files. For final dissemination of these materials, refer to equipment inventory and materials list.

Evaluation and Usage Recommendations

The NEIMC Media Department was to participate in Element 'B' of Area II to assist associate center and clients in methods of evaluating instructional materials and exemplary instructional materials recommended for use. The Media Department's role was to provide production of quarterly newsletters on materials usage to be disseminated to clients. Other areas of this strategy are covered in this report by the appropriate participating component.

Newsletters were terminated as of 12/73 due to major network rethinking. Production responsibilities included concept, design, production, and paste-up of camera-ready materials for printing of newsletters. As with all printing, all production materials are being held in our files.

Associate Center Development

The NESEIMC Media Department was to support the acitivities of the field coordinator through the production and presentation of media packages as required to increase the NEIMC associate center network by 6 new centers.

Production would center on the IMC concept and be targeted toward state departments and school districts to stimulate demand for IMC services. Packages not required.

Reinforcing State Staffs in Media

As part of a total strategy (Media, Materials, and Educational Technology), the NEIMC Media Department was to provide media support services, on request, to each of the New England State Departments of Education.

A figure of 24 man-days was provided for each state department.

Media utilization was:

Massachusetts	8
Vermont	4

Participating in Media and Materials Conferences and Workshops

The NESEIMC Media Department was to provide production support to Field Services Component in the development of a workshop on a determined media topic or mediated material (Area V, Element 'D').

Media support was timelined for 12/73. Due to network decisions, strategy was held.

Package not produced.

General Field Support Activities

Day to day support was provided to our field component on demand.

Production of support materials included print media (design and production of camera ready, electrostatic ready, and custom display materials), and non-print media (infra-red and Color Key system graphics for overhead projection or display), slide copying, tape duplication, and limited video tape and 35mm still supportive production. Operations performed directly to requesting sources (rather than in support of other IMC staff members) continued the program begun in 1971-72 for graphic unity within the associate center network. Work included design of original graphic identities to a variety of print applicactions (7).

Resultant support activities were contingent on actual operations of field reports and evaluations. Their success can be measured in terms of meeting reports and evaluations.

Center Support Functions

Ongoing support activities covering a wide range of purchase, maintainance, loan, and production responsibilities, were performed by the NESEIMC Media Department. These activities were not defined as an annual strategy but were present in the performance of all center related operations.

Maintainance programs performed included the servicing of all IMC hardware. All outside servicing (if necessary) and replacement was handled by media department personnel. The Media Department consulted on the projected needs of both center staff and associate center personnel. It provided necessary purchase information and performance statistics upon the determination to buy. Once equipment (for NESEIMC use) was acquired, the media department was responsible for registering, servicing, and producing a step by step operations program. Loan of all non-resource center catalogued hardware was the responsibility of the Media Department. The major thrust was in the area of videotape and projection equipment and the location and acquisition of exotic hardware as demanded by staff and clients. The Media Department was also responsible for any and all production. This included print production (design and production of camera ready and electrostatic ready materials for bibliographies, fliers, handbills, brochures, and forms) and NESEIMC signs, displays, conventions, graphics, and exhibits.

Sound and 35mm slide/filmstrip duping for staff on demand, and overhead transparancy production was also provided. Results of these operations resulted in coordinated acquisition of hardware in terms of existing format-compatible programs already purchased or under consideration. Similarly, more efficient allocation of funds for hardware acquisition was realized. Operation up-time and availability to staff and clients increased due to continuation of maintainance and loan procedures. Increased graphic unity was achieved as the 1971-72 proposed program reached greater implementation. Data on purchase, maintainance, and loan supplied in files returned. Copies of major publications supplied in materials collection shipped to Kentucky IMC.

Chapter V

TEACHER RESOURCE ACTIVITIES

I. Introduction

Encouraging and facilitating teacher involvement in instructional materials toward effective education of handicapped children has been an established and continuing objective of NESEIMC. All staff members, regardless of specific professional area, were engaged in pursuit of that goal. All chapters in this report detail subdivisional strategies under the goal. This chapter is included to extract, consolidate and formalize the varying overlapping components.

II. Methods, Procedures, Activities

Contact with the special education community in New England was achieved through associate center activity, dissemination of newsletters, brochures, membership recruitment at professional conferences, consultations with state department personnel, new releases, flyers, and other formal and informal outreaching activities. Once fully staffed and operative, various methods were employed to provide assistance to teachers, parents and others.

A. In-person consultation
   1. orientation to the IMC
   2. recommendations of instructional materials for special children
   3. making budget-purchase recommendations to school systems
   4. demonstrating teaching techniques

B. Telephone consultation - responding to telephone requests for information concerning methods, materials, resources. Calls were directed to appropriate staff members, depending on the request - information concerning tests, instructional materials, resources, etc.

C. Response to written requests for information: Operations Coordinator responded to questions concerning IMC operation, and other general informational requests. Appropriate staff members responded to specific requests for information concerning educational problems.

D. Preparation and Presentation of workshops and conferences:
   1. on request by school systems
   2. in cooperation with associate centers
   3. for parent groups

4. on request by state departments
5. in cooperation with publishers of materials

E. Publication and dissemination of bibliographies, papers, resource-aids, directories, etc.

F. Dissemination of information and materials provided by IMC's in the network

III. Results - All above activities have been ongoing since the inception of NESEIMC and have continued through August 1974; specifically:

A. In-person consultation: All staff members met frequently with teachers to consult in areas 1,2,3 and 4 stated above. Informal "off-the-street" meetings with one or another staff member were common daily occurrences. Requests for one-to-one meetings on a planned basis were regularly met. Referrals of these teachers resulting from meetings indicate high satisfaction as do the many established and continuing relationships in which teachers meet separately with two or three staff members.

B. Telephone consultation: Records were not maintained but it can be reliably estimated that at least thirty-five calls daily were handled by staff members. These included requests for publications, for suggested instructional materials, for information about tests, resources, publishers. (Not included in this estimate are calls for information about IMC hours, location, etc.)
In the final year of the NESEIMC a WATS line was installed to allow teachers throughout New England to call without charge. A system was developed for referral, response and follow-up and the availability of the service made known. Telephone company back-up and technical difficulties delayed installation so that the system was not operative until December 1973, by which time closing procedures had been initiated. However, even under the slowing down of the IMC, the WATS line was seen as an effective aid to teachers with thirty to forty calls coming in weekly. The system was discontinued at the end of May, 1974.

C. Response to written reports for information: An estimated 12-15 letters a day were written in response to requests from teachers and parents. Photocopies of articles, bibliographies, catalogs and other informational materials were sent with letters.

D. Preparation and presentation of workshops and conferences: A total of 973 conferences and workshops were presented to an estimated 14,700 persons. Numbers of workshops by subject were:

Associate Center Organization	88
IMC Orientation Groups	161
Materials Demonstration	112
Media Workshop	20
Planning	169
Professional Conference	136
State Departments	13
Task Force	26
Teacher Training	248

E. Publication and dissemination of bibliographies, etc. Printed materials acquired or reprinted at NESEIMC were in demand by schools, associate centers, hospitals, social agencies and individuals in the field of special education. The listing below, of NESEIMC publications is in addition to acquisition lists and annual reports, and it includes only items of which over one thousand were printed and disseminated.

An Address Given by Dr. Bettye Caldwell

A Bibliography for Parents of Children with Learning Disorders

The Child with Learning Disabilities - a handbook for parents

A Deck of Cards... The All Purpose Instructional Tool

A Directory of Services for the Retarded in the Greater Boston Area

Discussions Concerning the Use and Development of Instructional Materials for Special Educators

Early Recognition and Intervention - Programs for Children with Special Needs - a Guidebook to Program Development in Public Schools

The Engelman Approach to Education

ERIC-Generated Annotated Bibliography of Materials Concerning the Orthopedically Handicapped

Evaluation Bibliography - Parent-child Decisionmakers - TADS reprint, 1973

Films for Special Education

Instructional Materials for Use with Handicapped Children 3 - 5 Years

Learning Disabilities Bibliography

Materials for Early Childhood Education

Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent

Materials for the Development of Fine Motor Skills and the Grasp Function

Peripatology for the Blind

Resource Aid - Selected Materials for Remediation of Learning Disorders

Resource Aid - Selected Materials for Teaching the Trainable Mentally Retarded

Resource Aid- Speech and Language Materials for the Development of Communicative Skills

Resource Rooms - an Annotated Bibliography

Second M.A.C.L.D. Survey of Public School Learning Disabilities Program

A Sequential Listing of Materials to be Utilized with Educable Mentally Retarded, Title VI Project, Texas Education Agency, reprint

Special Education in Transition - analysis of Chapter 766

Special Institute: Utilization of Low Vision

Suggested Activities for the Development of Language at the TMR Level

Suggestions for the Development of Money Identification and Money Exchange Skills at the TMR Level

A Teacher's Guide to Special Education Films

Toys and Play Activities for Exceptional Children - an ERIC Annotated Bibliography

A Unit on School and the Surrounding Area

F. Dissemination of information and materials produced by IMC's in the Network

1. Coordination of New England use of USOE/MSU Education information Service for the Deaf-Blind; processed 46 requests for units before the service was terminated by MSU
2. Coordination of New England use of Computer Based Resource Units (CBRU) from Buffalo SEIMC (see Chapter III)
3. Reprinted bibliographies produced at other IMC's
4. Circulated mediated materials produced by other IMC's
5. Made direct contact with other IMC's and RMC's on behalf of individuals with special requests
6. Coordinated Contingency Contracting causes using USC/SEIMC model
7. Conducted behavior modification workshops using materials from Rocky Mountain IMC
8. Presented workshop on Materials Analysis and Retrieval System (MARS) developed at the Iowa RRC and coordinated dissemination of materials
9. Disseminated packaged workshops developed at MSU/SEIMC

IV. Conclusions

It is clear that the services described above are needed by special education teachers and that termination of the IMC in New England will represent a serious loss to those teachers. While associate centers will serve local teachers there remain many areas in New England where no service is available. If handicapped children are to receive the specialized education they require, state and federal departments will need to cooperate in developing professional assistance programs, implementing legislation and providing funds for instructional materials and classroom equipment.

Chapter VI

PARENT RESOURCE ACTIVITIES

I. Introduction

In October 1972, a Parent Resource Consultant was added to the NESEIMC staff to fulfill a BEH-established priority. The principal objective was to help parents of handicapped children find solutions to educational, financial and social problems.

II. Methods, Procedures, Activities

A. Helped to prepare publicity, obtained speakers and led or participated in the presentation of approximately ten workshops attended by parents, teachers, graduate students in a number of fields, and service agency personnel.

B. Prepared publicity, obtained speakers, films and participated in the presentation of a series of seminars to court, school and agency personnel.

C. Prepared demonstrations at NESEIMC, and at a variety of other sites, such as schools and libraries, on new methods of teaching children with special needs, as well as on materials and other kinds of resources available at NESEIMC or elsewhere in New England. This information was made available to groups of parents, teachers, and other professionals, and to parent-resource personnel from a variety of agencies and parent groups.

D. Informed Associate Centers of NESEIMC parent services, through attending the Regional Advisory Board Meeting, through preparation and dissemination of a flier to all Associate Centers, and through responding to written and telephone requests for materials and information on resources for parents and their special-needs children, from various Associate Centers throughout New England.

E. Served as an on-going resource to teachers and other school or agency personnel, such as lawyers, legislators, school committeemen, Department of Education personnel regarding teacher methods, purchase or use of materials, films, and a wide variety of print information, available at NESEIMC or elsewhere, concerning other resources for handicapped children and young adults, and their parents.

1. In-person consultation -- approx. two per week
2. Response to telephoned and written requests for information, help, and materials -- received approx. two calls per day and three letters per week

3. Coordinated the Closer-Look Information and Referral Network for Massachusetts. Received and referred approximately one parent call and/or written request per week to Closer Look network members.
4. Attended and frequently participated in agenda of meetings of a number of professional organizations as delegate from NESEIMC. Periodically distributed information on NESEIMC resources, and fliers publicizing the functions of the Parent Consultant; namely:
   a. monthly meetings of Coalition for Special Education
   b. semi-annual Massachusetts ACLD state conferences
   c. regional CEC conferences
   d. periodic Easter Seal Child Advocacy Project Meetings
   e. annual Children's Lobby Conferences; monthly meetings of United Community Services Information and Referral Group
   f. periodic meetings of Early Recognition and Intervention Group
   g. planning and co-chairing four membership meetings of Mass. Closer Look Referral and Follow-up Network; writing publicity, planning mailing list, and coordinating mailings.

F. Provided direct services to parents.

1. In-person consultation
2. Response to telephoned and written requests for information concerning
   a. schools and colleges
   b. recreational, vocational and tutoring programs
   c. clinics and medical sources
   d. legal rights
   e. legislation
   f. parent associations and groups
   g. informational materials (books, movies, materials, etc.)
3. Prepared a series of workshops on Chapter 766, special education legislation in Massachusetts.
4. Provided materials demonstrations to parent groups
5. Disseminated NESEIMC printed materials to individuals and groups and co-authored two bibliographies for parents.
6. Assisted in the devvelopment of an expanded parent collection of print material, films and instructional materials.

III. Results

A. An estimated 150 in-person consultations with parents served to provide help to handicapped children.

B. At least 600 telephone calls were made and over 150 letters written to parents seeking help on behalf of handicapped children.

C. The parent resource component at the IMC was seen as a vital and needed service. The staff member executing this strategy was herself a parent of a handicapped child which seemed to lend credibility to her recommendations and referrals.

D. The expanded IMC parent collection of print and non-print materials will, through associate centers, continue to serve parents of handicapped children in New England.

Chapter VII

RESEARCH AND EVALUATION

I. Introduction

The activities presented in this section are grouped roughly into three categories: research related, development, related, and evaluation related. The research efforts were centered around the following areas: (1) sex education of handicapped children, (2) instructional materials classification systems, (3) educational management information systems, (4) attitudes toward the disabled, (5) children's own production as facilitation of literacy, and (6) training and research consultation. The development activities were centered around the following areas: (1) survey for library procedures, (2) selection of instructional materials by special education professionals, (3) development of training packages, (4) collection of teacher-made materials, (5) development of science workshops, (6) development of the resource aid, and guide for prescriptive teaching, (7) systems analysis of center's internal operating and management procedures, (8) internal monitoring of resource and instructional materials center. Evaluation activities centered around the following areas: (1) evaluation of staff training institute, (2) development of materials evaluation form, (3)informal and formal instructional material evaluation, and (4) program evaluation and evaluation consulting.

II. Methods, Procedures and Activities

A. Research Activities

Although the Instructional Materials Center was in operation since 1967 research activities were performed during only a relatively short period of time. In the first two years formal research was not conducted since the research position was not filled. In the last two years the instructional materials work scope precluded any formal research activities. During the time research was conducted the following areas were explored.

1. Sex Education of Handicapped Children.
   A formal survey through mailed questionnaires was conducted with parents and teachers of mentally retarded children in New England to determine the questions relevent in retarded children's knowledge pertaining to birth, reproduction, growth, dating and marriage. Parents were asked which questions they would like answered regarding teaching their children about sex. Teachers were asked the kind of questions children themselves ask pertaining to sex education. The questions were then grouped and each group of questions was answered with a detailed bib-

liography of materials for teachers, parents and children. Included in the bibliography were annotated and recommended listings of books, pamphlets, workbooks, guides films and filmstrips, pertaining to the topic.

2. Instructional Materials Classification System
In exploring the use of the IMC resource center by teachers it was found that more effective use of the instructional materials was hampered in part by existing classification systems.

As a result, several psycho-educational models were explored as possible aids to classifying instructional materials. A composite model was made using such dimensions as mode of input (mode of stimulation), mode of output (mode of response), information processing (memory process) and the subject area (mode of communication).

A group of teachers explored the model in both classification and retrieval modes. The findings indicated the good utility of the model in retrieval; classification, however, was found to be somewhat difficult since the same instrucitonal materials could be classified in several ways depending upon the behavioral objectives established.

A small information retrieval computer program using subset of the model was written and indicated the possibility of using the model in a small computer system or a rudimentary manual system.

The classification model was explored further by incorporating a learning problems observation schema that could be used by teachers working with learning disabled children.

3. Educational Management Informational System

Special educators have ever increasing need for more rapid and easily obtainable information to effect better decision-making for educating handicapped
pupils. The feasibility of using a small computer as a computer-based pupil personnel services system (CBPPSS) were explored. Several small computer systems were examined in literature reviews and one was explored in some detail. To test the system, four difficulty levels of CBPPSS were selected; (1) hierarchical storage and retrieval of test scores, (2) verbal test score interpretation, (3) computer aided instruction and (4) interactive counseling. It was found possible to simulate the

first three levels. In light of recent technological developments in small and medium computers, (e.g., time-sharing, lower cost, large volume high speed random access devices), the use of small computers in CBPPSS could become feasible.

4. Assessment and Modification of Attitudes toward the Handicapped

Attitudes toward the handicapped and attitude change were explored in several studies. An analysis and classification of research studies having to do with attitudes toward the handicapped was made. Studies were classified according to the type of assessment instruments used, hypotheses, findings and populations. Evaluation was then made of the significance of the findings pertaining to the variables under consideration.

In a second study, a modified time series experiment, using a social distance questionnaire, two classes of special education majors (n=62) tested at three intervals indicated greater acceptance toward the handicapped at the end of the course of instruction. The acceptance was greater toward most of the 21 disabilities explored although the overall hierarchy of preference was not changed.

In a third study composed of subjects (n=2106) from both disabled and non-disabled populations subsets and heterogeneous on age, sex, education, a hierarchy of preference toward the 20 disability groups paralleled a similar hierarchy of preference to 20 ethnic and 20 occupational groups indicating also a greater stereotyping toward the disabled than was the case in the occupation and ethnic groups. Disabilities such as mental retardation, drug addiction, and mental illness tended to be more rejected than the most rejected ethnic and occupation groups.

In a fourth study with the same population base, it was found that the amount of education is by far the strongest variable in determining attitudes toward the handicapped. Sex and socio-economic status seem also to be related toward acceptance whereas age seems to be a factor confounded by a block-linked sampling.

5. Explorations of Children's own Production as Facilitation of Literacy

A search of research literature was made to explore the theoretical as well as empirical basis for the contention that children tend to learn more effectively when using their own verbal environment. Literature in the educational, psychological and psycholinguistic areas was examined and comparative analyses were made of positive and negative evidence.

6. Research Consultation and Planning Activities

The activities were concerned with helping IMC staff members, faculty, and students involved in Instructional Materials Center's activities in formulating research, development and evaluation strategies, e.g. proposal development, evaluation of training workshops, evaluation of conferences, internal IMC operation procedures, program construction, and systems analysis.

B. Development

The development activity centered around three main areas, development of the resource aid for prescriptive teaching, development of training packages and workshops, and internal management and information systems. These activities were as follows: (1) development of more effective library procedures, (2) development of training packages, (3) developing a collection of teacher-made materials, (4) conducting science workshops, (5) development of the resource aid and guide to prescriptive teaching, (5) development of center's internal operations procedures and resource center management, and (7) development of a computer-based management information system.

1. Systematization of Library Procedures

Initial activity centered around the development of more effective library procedures. This was done through surveys of client's use of resource center, survey of teacher's needs of instructional materials, and the setting up of files of reference on instructional materials, so that teachers could reference any instructional material and read about the comments made by the users.

2. Training Package Development

Small training packages were developed for groups of teachers in specific school systems to work with trainable mentally retarded children; however, these training packages indicated poor generalizability.

3. Collection of Teacher-made Materials

A collection was made of teacher-made materials and these materials were then made available to associate centers; similarly, teachers were encouraged to describe a process by which they made the instructional materials.

4. Research Workshops

The IMC conducted several research-related workshops, e.g., Engelmann reported on his research results to 125 college faculty members in special education, reading, language and arithmetic as well as 100 superintendents and curriculum consultants. Hein conducted 12 science workshops with graduate students exploring new methods of bringing scientific experiences to the mentally retarded.

5. The Resource Aid Development

As an aid to the Instructional Material Center, users resource aids were developed in such areas as speech, language and learning disabilities. The communicative processes were arbitrarily divided into smaller units designated as response-types, e.g., sound-making, naming, describing.

6. Center Internal Operation System Analysis and Center Management

An analysis of the internal operations was made in order to enable the organization to function more effectively through a better work flow and in terms of internal monitoring accross time and project activities.

7. Management Information Systems (MIS)

Exploration was made into the feasibility of adapting computer based management information systems developed and used at various IMC's. Thus several computer-based systems that could provide interconnections of associate centers with the regional center for data exchange, provide the associate center and regional center with common systems of: selecting mailing

lists, purchasing and cataloguing materials, evaluation data and other information retrieval systems were explored. Such systems as BIRS, CBRU, and KUSEIMC were explored and the KUSEIMC system was found to be most relevent to the needs of the center. While the initial four KUSEIMC MIS programs written in assembly language proved to be difficult to implement on the NESEIMC computer system, another set of three programs, while less efficient in terms of processing time but written in a higher order lnaguage (Fortran IV), were finally adapted to this system. Here, too, however, were found some intersystemic intercompatibilities, e.g., the sort routines had to be rewritten in order to meet the demands of the computer configuration.

Additional modifications of the group of programs was made to provide the center with a more flexible package as well as one that could be implemented more effectively at other IMC's. Because of the limitations that are artificially imposed by a card system, the client information data field was expanded by moving toward a tape system. The four separate programs were also collapsed into one composite package because of data handling similarities in the programs. Selection of the type of report generated was provided by a control card at the end of the main computer program. This allows for both simpler handling on the part of IMC personnel and makes it possible to run several types of processing transactions in one pass.

The system was adapted to enable statistical analysis to be conducted by common statistical subroutines, e.g., SPSS or data-text, simlarly, graphing programs could write a map of selective areas with density indications. Exploration of teletype linkages to associate centers was also made.

III. Evaluation

Evaluation activities centered around the developemnt of methods and means of evaluating instructional materials, and consisted of the following:

A. Evaluation of Training Institute

Evaluation of the training institute held in June, 1969, indicated that the participants, although knowing more about the IMC and its relationship to associate centers, felt the training was not sufficient to meet all the training needs, and suggested the development of a training manual for center personnel.

B. Informal Instructional Materials Evaluation

Several attempts at both formal and informal evaluation of instructional materials were made in 1970. Thus materials from the IMC were placed in the Hamilton School Special Education Program for use in evaluation during the school year so that teachers could use the material and then report on their experiences.

C. Evaluation of Instructional Materials by Subjective Questionnaires

A short evaluation sheet ("EVALUAID") was developed to elicit subjective responses from borrowers of instructional materials by asking them to complete a short answer, open ended questionnaire. Completed forms were then classified, summarized, and maintained in appropriate file folders to allow teachers to read the evaluation reports of users.

Since this approach was not completely effective, further investigation was pursued and explorations were made of the collected data indicating a rather low reliability of the instrument and questionable validity of the data. Similarly, examination of several SEIMC scales indicated the general need for a more effective approach to instructional material evaluation.

4. Empirical-Observational Approaches to Evaluation

Empirical observation approaches were also explored. A class of young learning disabled children was given two similar materials (a serving as own controls). Both direct observation and videotaping techniques were experimented with to provide additional informal observation of behavioral change.

5. Objective Instructional Materials Evaluation questionnaire and the Data Bank Concept

Based on the two approaches (considered above) and literature reviews, directions for further explorations indicated the need to develop (1) a reliable and short instructional materials evaluation questionnaire based on common term objective criteria to be filled out by teachers upon return of material to the IMC. (2) Data gathered by such a questionnaire from individual users could be stored in a data bank providing periodic effectiveness profile analysis for material users. (3) Empirical evaluation could be made concurrently to determine the effectiveness of the instructional material evaluation questionnaire, val-

idating and further improving the questionnaire. Such an approach would provide an effective and quick instructional materials evaluation questionnaire and lead to a larger instructional materials evaluation and data base which in time could be manipulated by multivariate techniques to determine the effectiveness of materials under varying experimental conditions.

Thus, a user-oriented one page multiple choice questionnaire containing 33 questions was developed. Difficulties that are encountered in direct observation of teachers in the classroom under controlled conditions coupled with the fact that teachers oftentimes are the best source of information on materials led to the development of the questionnaire which required less than 19 minutes of the respondent's time to complete and still maintains an adequate test-retest reliability. Several successive drafts of the questionnaire were piloted in the IMC resource center during which time improvements were made in its reliability and utility. After modification in format and content the questionnaire was field-tested at the associate centers in the New England region and the data returns were used to create an instructional materials data bank.

Massive data bases consisting of questions gathered by several IMC's could be used an an information base for developing not only more effective questionnaires, but could also be made available to clients interested in how effectively the user felt a material was meeting the stated instructional objectives. Such information could of course be made available to test developers to aid them in improving the quality of their product.

In addition, such data could be used in validation studies of materials as well as evaluation methods, e.g., comparing the information bank responses to the effects found in the field experiments using a given material. In such a way the information banks would be used to complement each other and improve the quality of both instruments used to evaluate materials and the materials themselves.